DOCUMENT RESUME

ED 264 242 TM 850 245

AUTHOR Connor, Ethel Lynne; Wasman, Marcy
TITLE Evaluation of the DCPS Secondary Guidance Program.
INSTITUTION Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE Oct 84
NOTE 224p.; For related documents, see TM 850 246 and ED 263 169.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Computer Oriented Programs; *Counseling Services; Educational Counseling; *Guidance Objectives; Guidance Personnel; *Guidance Programs; Job Analysis; Needs Assessment; Personnel Evaluation; *Program Evaluation; *Pupil Personnel Services; Questionnaires; School Counseling; School Districts; School Guidance; School Surveys; Secondary Education
IDENTIFIERS *Dade County Public Schools FL

ABSTRACT

This study reports an investigation of the Secondary Guidance Program within the Dade County (Florida) Public Schools. Three components were studied: (1) program activities; (2) program management; and (3) program impact. Findings from numerous surveys and from a job analysis of guidance personnel were reported. The greatest number of concern areas were identified in the area of program management. Factors related to program management (including inadequate facilities, insufficient clerical assistance, and inadequate allocation of counselors) negatively impacted the effectiveness of the program. Positive features were: (1) support from faculty; (2) support from administration; (3) support/cooperation of students; and (4) competency of guidance personnel. Computer equipment and software was not adequate for use in the guidance program. Job analysis showed that most activities of counselors facilitate the accomplishment of guidance goals and objectives. Surveys showed that an assessment of student needs was not implemented. Several need areas which had not been addressed were identified. There was a discrepancy between junior and senior high schools with regard to adequacy of services, but impact of counselors on guidance consumers was positive. Survey instruments for guidance counselors, administrators, students, teachers, and parents with response results are included in the 12 appendices. (LMO)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DADE COUNTY SCHOOL BOARD

Mr. Paul L. Cejas, Chairman
Mr. Robert Renick, Vice-Chairman
Mrs. Ethel Beckham
Mr. G. Holmes Braddock
Dr. Michael Krop
Ms. Janet McAliley
Mr. William H. Turner

Dr. Leonard Britton
Superintendent of Schools

EVALUATION OF THE DCPS SECONDARY GUIDANCE PROGRAM

Principal Evaluators/Authors: Ethel Lynne Connor, Ph. D.
Marcy Wasman, Ph. D

DADE COUNTY PUBLIC SCHOOLS
Office of Educational Accountability
1410 N. E. Second Avenue
Miami, Florida 33132
October, 1984

TABLE OF CONTENTS

	Page
LIST OF TABLES	iii
LIST OF FIGURES	v
PREFACE	vii
EXECUTIVE SUMMARY	viii
INTRODUCTION	1
Definition of Guidance	1
Purpose and Goals of Guidance	1
Target Population	2
Guidance Services	3
Role and Functions of the Secondary Counselor	3
Allocation of Counselors	4
DESCRIPTION OF THE EVALUATION	5
Goals of the Evaluation	5
Evaluation Questions	5
Evaluation Procedures	6
Evaluation Criteria	10
RESULTS	11
Job Analysis	11
Guidance Program Activities	20
Program Management and Coordination	28
Program Outcomes	31
DISCUSSION	36
Management of the Guidance Program	36
Components of the Guidance Program	39
Program Impact	41
Conclusion and Recommendations	42
REFERENCES	43

APPENDICES

APPENDIX A:	TABLES	44
APPENDIX B:	FIGURES	80
APPENDIX C:	EVALUATIVE CRITERIA FOR SCHOOL GUIDANCE PROGRAMS	97
APPENDIX D:	JOB ANALYSIS QUESTIONNAIRE	103
APPENDIX E:	INVENTORY OF GUIDANCE FACTORS/FREQUENCIES OF COUNSELORS' RESPONSES	116
APPENDIX F:	INVENTORY OF GUIDANCE FACTORS/FREQUENCIES OF ADMINISTRATORS' RESPONSES	125
APPENDIX G:	SURVEY OF GUIDANCE PROGRAM ACTIVITIES/FREQUENCIES OF COUNSELORS' RESPONSES	134
APPENDIX H:	SURVEY OF GUIDANCE PROGRAM ACTIVITIES/FREQUENCIES OF ADMINISTRATORS' RESPONSES	151
APPENDIX I:	SECONDARY GUIDANCE EVALUATION SURVEY - STUDENT EDITION	168

TABLE OF CONTENTS (CONTINUED)

APPENDIX J:	SECONDARY GUIDANCE EVALUATION SURVEY - TEACHER EDITION	177
APPENDIX K:	SECONDARY GUIDANCE EVALUATION SURVEY - PARENT EDITION	183
APPENDIX L:	SURVEY OF GUIDANCE PROGRAM INPUTS	187

LIST OF TABLES

		Page
TABLE 1:	Roles of Secondary Counselors	45
TABLE 2:	Status of Guidance Activities (Counselor Data) Category: Orientation	46
TABLE 3:	Status of Guidance Activities (Counselor Data) Category: Guidance and Information-Giving	47
TABLE 4:	Status of Guidance Activities (Counselor Data) Category: Consultation	49
TABLE 5:	Status of Guidance Activities (Counselor Data) Category: Counseling	50
TABLE 6:	Status of Guidance Activities (Counselor Data) Category: Testing and Appraisal	51
TABLE 7:	Status of Guidance Activities (Counselor Data) Category: Placement and Follow-Up	52
TABLE 8:	Status of Guidance Activities (Counselor Data) Category: Career Information and Planning	53
TABLE 9:	Status of Guidance Activities (Counselor Data) Category: Research and Program Development	54
TABLE 10:	Status of Guidance Activities (Administrator Data) Category: Orientation	55
TABLE 11:	Status of Guidance Activities (Administrator Data) Category: Guidance and Information-Giving	56
TABLE 12:	Status of Guidance Activities (Administrator Data) Category: Consultation	58
TABLE 13:	Status of Guidance Activities (Administrator Data) Category: Counseling	59
TABLE 14:	Status of Guidance Activities (Administrator Data) Category: Testing and Appraisal	60
TABLE 15:	Status of Guidance Activities (Administrator Data) Category: Placement and Follow-Up	61
TABLE 16:	Status of Guidance Activities (Administrator Data) Category: Career Information and Planning	62
TABLE 17:	Status of Guidance Activities (Administrator Data) Category: Research and Program Development	63
TABLE 18:	Student Need Areas	64

Page

TABLE 19: Teacher Need Areas 66

TABLE 20: Cross-Reference of Student Need Areas With Related Counselor Activities Rated As A Adequate By 2/3 of Counselors 67

TABLE 21: Cross-Reference of Teacher Need Areas With Related Counselor Activities Rated As Adequate By 2/3 of Counselors 72

TABLE 22: Consensus Ratings Regarding Impact of School Factors 73

TABLE 23: Percentage of Students With A Need Who Were Helped By A Counselor 74

TABLE 24: Percentage of Teachers With A Need Who Were Helped By A Counselor 75

TABLE 25: Percentage of Students With A Need Who Did Not Request Help 76

TABLE 26: Percentage of Teachers With A Need Who Did Not Request Help 77

TABLE 27: Status of DCPS Secondary Guidance Program On Evaluative Criteria: Components of the Guidance Program 78

LIST OF FIGURES

		Page
Figure 1:	Percentage of schools with selected facilities for guidance and counseling	81
Figure 2:	Distribution of the average student caseload for counselors in the secondary schools	83
Figure 3:	Percentage of schools with selected computer equipment and materials for use in guidance and counseling	84
Figure 4:	A junior high vs. senior high comparison of the percentage of students helped by a counselor	85
Figure 5:	A comparison of the percentage of students helped by a counselor among those who requested help vs. those who didn't request help.	89
Figure 6:	A comparison of the percentage of teachers helped by a counselor among those who requested help and those who did not request help.	93
Figure 7:	A comparison of the percentage of parents helped by a counselor among those who requested help and those who didn't request help.	95

PREFACE

Three studies (Evaluation of the College Assistance Program, Evaluation of the Occupational Specialist and Placement Specialist Program, and the present study) were conducted in response to a request for an evaluation of the Secondary Guidance and Occupational Specialist Program. Although interrelated, secondary guidance and occupational/placement specialist services are two distinct services within the District's overall Student Services Program. Evaluations of these programs appear under separate cover. Separate presentations are given for the following reasons: (1) the services are given distinct classifications within student services state statute; (2) the goals of the programs differ in nature and specificity of expected outcomes; (3) school personnel who provide the two services have been assigned different roles and responsibilities; and (4) the lines of authority for management of the services within the District are not equivalent.

The College Assistance Program is an adjunct of the Secondary Guidance Program. Although assistance given through the College Assistance Program may be classified within the realm of guidance services, it will also be considered separately because of its more specialized services and restricted target population.

EXECUTIVE SUMMARY

This study reports an investigation of the Secondary Guidance Program within the Dade County Public Schools. The Secondary Guidance Program is the planned and systematic delivery of counseling, placement, consultation, information, testing, and community services. The purpose of the program is to provide the information and skills that students in grades seven through twelve need to make "self-directed, realistic, and responsible decisions affecting their lives."

Three components of the Secondary Guidance Program were studied: program activities; program management; and program impact. Numerous surveys were used to collect data relevant to each of these aspects of the program. In addition, a job analysis of guidance personnel was conducted. A summary of findings from the job analysis and from the data provided by administrators, counselors, teachers, students and parents is given below.

A. A set of evaluative criteria developed by counseling professionals was used in the study of the program's activities and management. Findings were compared with the criteria to identify critical weaknesses associated with the program in these areas. The greatest number of concern areas were identified in the area of program management. It was hypothesized that these weaknesses were most critical since problems in this area impact the capability of the program to deliver effective services.

B. A significant percentage of the counselors and administrators felt that factors related to program management negatively impacted the effectiveness of the program. These factors were inadequate facilities, insufficient clerical assistance, and inadequate allocation of counselors or lack of time.

   Additional data regarding program resources support the counselor and administrator data. According to guidance chairpersons, most schools lacked an information library and lacked an adequately spaced area for group counseling. A large number of counselors also indicated that offices lacked sufficient space and privacy to facilitate effective counseling.

   The average number of students assigned to each junior high counselor was 458 students. In senior high schools a mean of 504 students was assigned to each full-time counselor. A review of guidance literature revealed an acceptable student load of 250 - 300 students per full-time counselor. At each level, the ideal counselor-student ratio of 250 students per counselor was exceeded considerably.

In most schools, there was no clerical staff -full-time or part-time- assigned exclusively to the guidance department.

C. Some features of the secondary guidance program were rated favorably by counselors and administrators and were felt to impact the program in a positive manner. These factors were (1) support from faculty, (2) support from administration, (3) support/cooperation of students, and (4) competency of guidance personnel.

D. Computer technology was not used extensively to enhance and expand the capability of the guidance program. Neither computer-managed counseling nor computer-assisted counseling were implemented in the majority of schools. Most schools did not have the equipment or the necessary software to implement such activities.

Even computer facilities necessary for adequate implementation of the current program were lacking. The computer terminal is often needed and used by guidance personnel to access student information that is used in the counseling process. According to information provided by guidance chairpersons, less than 40% of the schools had a computer terminal in the guidance area.

E. The job analysis revealed that most of the primary and secondary activities of secondary counselors facilitate the accomplishment of guidance goals and objectives. However, some activities were identified which are inappropriate and which tend to diminish the effectiveness of the counselors. These tasks may be considered clerical or administrative. Inappropriate primary and secondary tasks included:

1. Registering students.
2. Filing letters, reports, and other documents.
3 Reading computer printouts; detecting and correcting discrepancies between school computer and records; and verifying the accuracy of data.
4. Monitoring student behavior in the cafeteria, hallways, parking lot and/or other places.

F. A critical element in guidance program planning and development is the assessment of student needs. To a great extent, the relevancy of the program depends upon the utilization of student needs data in program planning. The majority of counselors and administrators indicated that surveying student needs is not implemented. Among the respondents who indicated that the activity was conducted, most felt that it was not adequate.

G. Outcome areas were identified in which a moderate or high percentage of clients had a need. Adequate services were provided in most areas of client needs. Need areas of students which were not adequately addressed were due primarily to inadequate implementation of the following services:

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Turner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

(1) group counseling; (2) assessment of students' vocational aptitudes and interests; (3) establishment and maintenance of guidance materials resource center for staff and students; and (4) provision of activities and counseling to help students develop decision-making skills. Only one need area for teachers was not addressed sufficiently. This was a result of the unsatisfactory status of service in assisting teachers to apply and evaluate counseling techniques.

H. The status of guidance services differed considerably between junior high and senior high programs. For most of the activities (87%) in junior high sites, most counselors felt that they were implemented adequately or that the service was not provided because of a lack of need. Based upon the responses of counselors, the services of the junior high programs were balanced since the status of most activities representing the major service and developmental categories were satisfactory.

   The status of 56% of the surveyed activities were given satisfactory ratings by senior high counselors. The services of the senior high programs were less balanced than those of the junior high programs because many services which related to personal-social and career development were rated unsatisfactory. In the service categories, the senior high programs were weakest in guidance and information giving, career information and planning, and placement and follow-up.

I. When the impact of counselors upon guidance consumers was studied, the results were very positive. In each of the surveyed need areas, counselors were viewed as helpful by a moderate or high percentage of students and teachers. In spite of the discrepancies between junior and senior high schools with regard to the adequacy of services, these discrepancies were not manifested in the impact data. In most cases, differences between the percentages of students helped by a counselor within junior and senior high sites were very small.

   The level of counselor help for teachers was very high. In most outcome areas, more than 70% of the teachers who had a need were helped by a counselor.

J. Substantial differences were observed in the extent of counselor helpfulness with respect to clients who requested assistance and those who did not seek assistance from the counselor. In each outcome area, the counselor had a high level of impact upon those clients who requested help, and a low level of impact upon those clients who did not request help. This finding is significant, particularly in rendering services to students, since most of the students with an identified need did not request help from the counselor.

RECOMMENDATIONS

The perspective accepted in this report is that the potential impact and effectiveness of the secondary guidance program cannot be attained until the capability to render a balanced and comprehensive delivery of services is realized. Consequently, recommendations focus upon program management. Recommendations for improvements based upon the findings of the study follow:

A. Provide additional guidance personnel and clerical staff to relieve the time counselors devote to clerical tasks, thereby allowing more time for providing counseling services to students.

B. Provide adequate facilities for group counseling.

C. Provide an unshared office with adequate space and privacy for each secondary counselor.

D. Conduct a study of the feasibility of computer-assisted counseling or computer-managed counseling to enhance and expand counseling services.

E. Provide adequate space and materials for the establishment and maintenance of a guidance resource library at each secondary site. Students who do not usually ask the counselor for assistance could benefit to a great extent from this type of service.

F. Review the current job activities of counseling staff and eliminate non-counseling duties.

G. Include as a component of program planning and development, the formulation of annual school-level plans for guidance programs based upon objective needs assessment data.

INTRODUCTION

Several components constitute the Dade County Public Schools' student services program, one of which is secondary guidance. The student services program is an extensive array of services which consists of student accounting services, guidance services, psychological services, visiting teacher and school social services, and occupational and placement services. Secondary guidance is a planned, systematic program which provides counseling, consulting, appraisal, and placement services for students in grades 7-12.

The discussion contained in the program description describes concepts and principles which are generally embraced by the guidance and counseling profession. The philosophy of the Dade County Public Schools concerning secondary guidance and counseling is consistent with these professionally-accepted principles.

Definition of Guidance

Guidance has been defined in numerous ways. A broad definition of the term, which encompasses most other definitions, is "the process of helping the individual to understand himself and his world so that he can utilize his potentialities" (Peters and Shertzer, 1978, p. 35). To summarize most accepted definitions, guidance is the process of helping students to realize their optimum development.

Purpose and Goals of Secondary Guidance

In educational settings, guidance is considered to be an integral part of the student's secondary education which, according to Hoyt (1962, p. 692), "[is] aimed at maximal development of individual potentialities through devoting schoolwide assistance to youth in the personal problems, choices, and decisions each must face as he moves toward maturity."

Like most other school programs, the aim of the secondary guidance program is the development of student proficiencies. However, guidance-related proficiencies are those which promote "important life success qualities (...ego maturity, moral reasoning etc.)" (Miller, 1981). In general, students are expected to develop proficiency in understanding themselves, relating to others, making effective use of learning, and planning for the future.

The goal of the DCPS student services program is "to enable them [students] to make self-directed, realistic, and responsible decisions affecting their lives" (Student Services Management, DCPS, p.1). The program, more specifically, is intended to enable students to (1) understand and accept themselves; (2) have satisfactory interpersonal relationships; and (3) make rational and realistic decisions about their education and careers. Students are helped in "replacing ineffective and non-productive behaviors with those that lead to the achievement of personal realization, self-direction, and self-control" (Anderson et al., 1967).

The purpose of secondary guidance is to provide assistance to students that will enable them to develop as their potentialities and opportunities will permit. Often, the primary purpose of the school is perceived to be limited to the realm of intellectual learning and development. One of the basic principles of guidance, however, is the presence of a primary concern with the

personal, as well as academic, development of the individual student. Guidance, therefore, facilitates the student's personal growth and development; it is the school's expression of concern for the "individual student".

Although district-wide guidelines and role functions have been delineated for the development of guidance programs, specific school-level objectives have not been superimposed upon schools by the District. Specific guidance objectives vary across schools. This, too, is consistent with accepted guidelines for guidance program development. For an effective and relevant guidance program to exist, its guidance services must be need-oriented and reflective of the characteristics of the school's student population. According to Gibson, Mitchell and Higgins, (1983), "the school counseling and guidance program should be 'developmental' in nature, should never seek to maintain the status quo, and is most effective when it can develop and change in response to the current needs of its target population (p. 315)."

The goals and activities of a school's guidance program are determined by students' needs, interests, abilities, backgrounds, experiences, etc. Consequently, guidance programs may differ among schools, and they may also differ from year to year within a given school to the extent that the needs and characteristics of the student body change on a year-to-year basis.

School-level programs should be highly formalized with specifically-defined objectives. These objectives, as stated previously, should reflect student needs. Knowledge of student needs should be derived from regular needs assessments that have been planned to determine the kind and extent of guidance services.

Target Population

The primary target group of the secondary guidance program is the secondary student population. Each student is included since assistance in learning how to cope effectively with various problems is needed in each student's normal course of development. Some specialized services and programs exist within the guidance realm which are intended for students with special characteristics such as the college bound or early school leavers. However, no student who is enrolled in a secondary school is excluded from the general guidance program.

Although most services are directed toward students, the secondary guidance program focuses upon the total school community. In addition to secondary students, direct services are included for the purpose of assisting teachers, parents, the school administration, and the surrounding community. Even when assistance is directed toward teachers and parents, however, the student is the major focal point; assistance to these groups is an indirect means for assisting the student. Services that are provided to these groups are designed to provide information that would foster better understanding of the student, thereby enabling other school personnel and parents to assist the student in better self-understanding.

Specific services which are rendered to each of the target groups appear in the following section.

Guidance Services

Enabling students to realize optimum development is achieved through a continuous, planned program of guidance services. Although various categorizations of services exist and may be given different labels, it is generally accepted by guidance and counseling professionals that acceptable guidance services typically fall within the following major categories: counseling, consulting, coordination, providing information, follow-up, placement, student assessment & appraisal, and program research and development.

The minimal level of services to be provided by a guidance program in the public schools of Florida are cited in Florida's "Student Services Act" (F.S. 230.2313). In accordance with this act, guidance services shall include the following elements:

1. the availability of individual and group counseling;
2. orientation programs for new students at each level of education and for transferring students;
3. consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;
4. utilization of student records and files;
5. supervision of standardized testing and interpretation of results;
6. the follow-up of early school dropouts and graduates;
7. a school-initiated system of parental involvement;
8. an organized system of informational resources on which to base educational and vocational decision making;
9. educational and job placement.

Each secondary school program provides strategies for the implementation of these required guidance services depending upon student needs, priorities, staff, and resources.

Role and Functions of the Secondary Counselor

The total school staff participates in the implementation of the guidance program. The guidance counselor, however, is the central figure in the provision of guidance and counseling services. The counselor's training provides special knowledge and competencies that enable him/her to offer many of the required guidance services - particularly individual and group counseling.

Responsibilities of counselors within the Dade County Public Schools appear in the District's student services handbook. Responsibilities assigned to counselors by the District are in agreement with those delineated in the American School Counselor Association's (ASCA) role statement (1974). The roles of the secondary school counselor that have been set forth by the American School Counselor Association appear in Table 1. Different roles have been developed for junior high and senior high counselors upon the premise that counselors in the schools function differently due to variations in the developmental stages of junior high and senior high student populations.

Counseling - individual and group - represents the counselor's primary tool for accomplishing guidance program objectives (Anderson et al., 1967) (Peters & Shertzer, 1978). Although the time devoted to counseling will vary among schools according to student needs, two-thirds to three-fourths of the counselor's time should involve counseling contacts or interactions with students.

The second major activity of counselors is consultation with teachers, parents and administrators. Other roles of the guidance counselor which appear in the ASCA role statement appear in Table 1.

Allocation of Counselors

During 1983-84, at least one guidance counselor was employed in each of the 70 secondary schools. During March 1984, a total of 224 individuals were employed by the Dade County Public Schools as full-time secondary counselors--113 employed in junior high schools and 111 employed in senior high schools. The median number of secondary counselors in the junior high schools was two. Senior high sites had a median of five secondary counselors per school.

The number of secondary counselors per school may vary depending upon the student enrollment. In the secondary schools, one counselor is allocated for every 438.40 Full-Time Equivalent students in attendance at the end of the first month of school. One exception, Homestead Senior High, was allocated one additional counselor for the Air Force ROTC Program.

The number of counselors may also vary among schools because the job is a discretionary position. That is, the position can be converted by the principal into other types of positions or into dollars which would be expended for other purposes at the school level.

DESCRIPTION OF THE EVALUATION

Goals of the Evaluation

The purpose of this study was to objectively assess the secondary guidance program in terms of the adequacy of program activities, program management, and program impact.

In determining the overall acceptability of program activities and management, the study determined the extent that the program complied with a set of evaluative criteria that has been developed by guidance and counseling professionals.

The evaluative criteria with which components of the DCPS guidance program was compared appears in Appendix C. The criteria appear in the document, Evaluative Criteria for School Guidance Programs (1983) which was developed with input from a group of Florida's guidance professionals. The criteria include elements for determining the adequacy of program components and program management.

Evaluation Questions

Specific evaluation questions were investigated to facilitate the accomplishment of the evaluation goals. These questions follow:

1. What duties and responsibilities constitute the major job-related activities of guidance personnel?

2. What are counselors' and administrators' perceptions regarding the adequacy of existing guidance and counseling services in secondary schools?

3. To what extent do guidance services which are operational encompass each of the major areas of student development (i.e. academic, career, personal & social)?

4. What non-existing guidance activities and functions do school staff feel are needed?

5. What are consumers' (students, teachers and parents) perceptions regarding their guidance-related needs?

6. To what extent are adequate services being provided in need areas identified by guidance consumers?

7. What school factors are supportive of guidance program development and implementation? What school support factors interfere with the achievement of program objectives?

8. To what extent is computer technology used to enhance guidance services?

9. What are school staff members' opinions regarding methods for improving the secondary guidance program?

10. What are consumers' perceptions regarding the helpfulness of the guidance counselor in particular need areas?

11. To what extent is the guidance program preventive and responsive to student needs?

12. What impact does student contact with the guidance department have upon changes in student behavior and performance?

Evaluation Procedures

This study includes two investigations: the first investigation was a job analysis of school-level guidance personnel; the second, an investigation of the guidance program - its services, program management, and impact. Descriptions of these investigations are given in separate sections below.

Investigation I: Job Analysis of Guidance Personnel

The following steps were taken in the job analysis procedure, following established standards of professional good practice. The procedures were prepared with full regard for the requirements of the Uniform Guidelines on Employment Selection Procedures (1978).

A. Interviews and observations: Job analysis interviews and on-site observations of incumbents performing their jobs were conducted. Supervisors of student personnel services were also interviewed, not only to obtain basic facts about their own jobs but also to assess the accuracy of information obtained from incumbents in other guidance positions.

B. Questionnaire construction:
The results of the interviews and a literature review were used to create a self-administering job analysis questionnaire. This questionnaire appears in Appendix D. It was expected that this survey instrument would contain virtually all components embraced by the various jobs under study. The questionnaire listed a set of tasks, duties, responsibilities, and working conditions to describe each respondent's job. Respondents were requested to "think about each task in terms of its importance, the frequency of occurrence and the amount of time you spend doing it and then rate it overall on the extent to which it constitutes a part of your job." A five point scale was used.

Rating Category	
5	very much a part
4	much a part
3	some part
2	a small part
1	a very small part

The form also included an additional response category, coded with an "X" rather than a number rating, so that the respondent could easily report that a specified task was not done or was not a part of his/her job. An extra page was included at the end of the questionnaire to elicit tasks not previously listed and also to provide space for comments to clarify the job descriptions. A number of additional items of information were obtained, such as the respondents' attitudes toward certain aspects of their working conditions and the nature of supervision received.

C. Sample:
Incumbents in half of all Dade County secondary guidance departments were surveyed. Job titles surveyed included Student Services Chairperson, Test Chairperson, Counselor, Occupational Specialist, Placement Specialist, and College Assistance Program Advisor. Secretarial and clerical staff were not included. The actual sample was determined by random selection. A number of additional items of information was obtained, such as the respondents' attitudes toward certain aspects of their working conditions and the nature of supervision received.

D. Questionnaire administration:
After refinement of the questionnaire through pretesting, copies of the survey instrument were dispatched to half of the secondary school principals, including opportunity or alternative schools, asking them to distribute one questionnaire and self-addressed return envelope to each member of the guidance program in the school. Job titles were referenced to ensure understanding of the target population. The Job Analysis Survey was mailed to the schools on September 15, 1983. A follow-up reminder letter was sent on October 4, 1983 to increase the rate of return of the questionnaires. Follow-up interviews were conducted in February and March, 1984 to verify and clarify survey results.

E. Analysis: The results of the survey were analyzed to yield a comprehensive summary of information about the jobs under study. Descriptive statistics were calculated for all data. These data were analyzed separately by school level and by job title to yield a measure of the extent to which each task listed in the survey constituted a part of each job. A content analysis was also made of the remarks collected on the last page of each questionnaire and the follow-up interviews.

Investigation II: Study of Program Components, Program Management, Program Impact

Other information upon which the evaluation of the Secondary Guidance Program is based was obtained from survey data provided by school administrators and counselors and from samples selected from each of the target groups. Six surveys were administered to the various subgroups. Information regarding program activities was derived primarily through the Survey of Guidance Activities. Program management data were obtained from the Inventory of Guidance Factors and Survey of Guidance Inputs. Data regarding guidance program impact was obtained from the student, teacher, and parent editions of the Secondary Guidance Evaluation Survey.

Descriptions of these surveys and procedures used in survey administrations are described in the sections below.

A. Inventory of Guidance Factors. The purpose of this instrument was to identify factors which restrict the effectiveness of the guidance programs and those which are supportive. Rather than isolate conditions or factors which may simply need improvement, the intent of the instrument was to identify factors whose effects are of such a magnitude that the quality of the guidance program is impacted - either positively or negatively.

A total of fourteen (14) factors were listed on the survey. Respondents were directed to rate each factor on the following scale: The factor has a 1) strong positive impact; 2) slight positive impact; 3) no impact; 4) slight negative impact; 5) strong negative impact. Space was given in which factors not included on the list could be written. For factors that were given a negative rating, respondents were asked to give the reasons(s) why the factor was having a negative impact upon the program and to give recommendations for improving the condition. The complete instrument appears in Appendix E and Appendix F.

Surveys were administered to one-half of the secondary counselor population during March 1984. A list of individuals with the classification of secondary counselor was compiled for each secondary school site. From this list, fifty percent of the counselors in each site were selected to complete the instrument regarding guidance program factors - a total of 116 counselors. Completed forms were returned by 77% of the sample.

Each secondary principal was also requested to complete the survey. Completed surveys were received from 49% of the administrator population.

B. Survey of Guidance Program Activities. The second instrument was also administered during March 1984. The survey was used to assess the extent and adequacy of services which might be considered as basic services in a comprehensive guidance program. Items were included on the instrument such that activities and services from the following categories of basic services were represented:

1. counseling,
2. guidance and providing information,
3. assessment and appraisal,
4. consulting,
5. career planning and guidance,
6. placement and follow-up, and
7. research and development.

The purpose of the instrument was to determine 1) services in the above listed areas which were being provided by counselors, 2) the adequacy of these services, and 3) the current need for services that are not being provided. This instrument appears in Appendix G and Appendix H.

For each activity, respondents were asked to indicate whether the activity was currently a part of their guidance program. If the activity was not operational in the school, respondents were asked to assess the need for the service. For activities that were rated as operational, the respondents were asked to indicate whether the service, as implemented in their schools, was adequate or inadequate. Follow-up information was requested for activities given a rating of inadequate. Respondents were asked to give the reason the activity was inadequate and recommendations for improvement.

As stated in the previous section, 50% of the counselors were administered the Inventory of Guidance Factors. The Survey of Guidance Program Activities was administered to the remaining one-half. All principals or their designees were requested to complete the survey as well. The return rate for secondary counselors was 57%. The surveys were returned by 43% of the administrators.

C. Secondary Guidance Evaluation Survey - Student Edition. The content of this survey appears in Appendix I. The evaluation survey for students was developed to provide information to ascertain (1) the perceived needs of students, (2) the extent that counselors are helpful to students in meeting their perceived needs, and (3) the extent that the program is preventive rather than reactive.

Most of the survey consisted of twenty (20) areas in which students might need assistance. For each area, the student was asked to provide an answer to the following questions:

1. Have you needed help in this area?
2. Has a counselor been helpful to you in this area?
3. Have you asked a counselor for help?

Other items appearing on the survey were included to determine the extent of contacts with counselors initiated by students and the nature of these contacts.

A total of 1500 students were randomly selected from the secondary student population. Surveys were distributed to these students, by the principal or principal's designee, during the month of March. A total of 1042 surveys (69%) were completed and returned.

D. Secondary Guidance Evaluation Survey - Teacher Edition. The format of the teacher edition was similar to that of the student version. The first part of the survey contained eleven (11) areas in which teachers might use the assistance of a guidance counselor. For each area, teachers were asked to indicate (1) whether they had needed help in the area; (2) whether a counselor in the school had been helpful in providing assistance in the area; and (3) whether they had asked for help from the counselor. As with the student survey, the intent of the teacher survey was to ascertain teacher needs, the extent of counselor helpfulness and the responsiveness of the program.

Included on the second part of the survey were additional questions to assess teachers' general perceptions regarding aspects of the guidance program. The complete version of the instrument appears in Appendix J.

This survey was distributed during the month of March to 400 randomly selected secondary teachers. A total of 233 surveys (58%) were completed and returned.

E. Secondary Guidance Evaluation Survey - Parent Edition. A total of 500 parents were surveyed in order to assess their perceptions of the school's helpfulness in assisting them and their perceptions of the extent that the school has helped their children in certain areas of development. A copy of this survey appears in Appendix K.

Specific reference was not made to the guidance counselor in the parent survey since, even if the parent had contact with a counselor, the parent may not be familiar with job titles of school personnel with whom they had contact. The domains included in the survey, however, were those which are usually the responsibility of guidance staff.

Parents were identified by the following procedure. A total of 500 secondary students were randomly selected. The survey forms were sent to principals, and principals were requested to distribute the surveys to the students. The students were instructed to give the survey to a parent. Of the parent surveys which were distributed, 117 (23%) were returned.

F. Survey of Guidance Program Inputs. The purpose of this survey was to obtain descriptive information concerning the availability and utilization of guidance program resources. These resources included guidance staff, information systems, physical facilities, and materials. Space was also provided for additional comments concerning guidance resources. The complete version of the instrument appears in Appendix L.

This survey was distributed, during December 1983, to the guidance chairperson at each secondary school. In schools where a guidance chairperson had not been designated, the information was provided by the principal or the assistant principal for guidance. Information was returned for 90% of the schools.

Evaluation Criteria

In general, a negative finding was considered significant if manifested or expressed by at least 1/3 or 33% of the cases. This criterion was deemed appropriate to the longevity and extensiveness of program implementation.

RESULTS

Job Analysis

Of the 209 surveys that were dispatched, 142 were returned, 131 of which were usable. This response rate of at least 63% was considered to be of adequate size to draw meaningful conclusions.

Criteria For Inclusion

In formulating job descriptions from the data, a set of criteria was established for determining which tasks would be included and their degree of importance, i.e., primary vs. secondary.

Primary

1. Task is done by at least 75% of respondents
2. Median>4.5

Secondary

1. Task is done by at least 75% of respondents
2. 4.5 > Median > 3.5

The median was chosen as the primary descriptive statistic because, unlike the mean, it was not likely to be biased by infrequent extreme scores.

Junior High Schools vs Senior High Schools

The results of the job analysis indicated that tasks considered to be an important part of the job are very similar in junior high schools and senior high schools for the same job title. Therefore, the job descriptions presented will include both levels. There were, however, some important differences. These differences will be noted when they occur in primary or secondary tasks.

Student Services Chairperson

The following job description is based on the ratings of a sample of 22 Student Services Chairpersons.

Primary Tasks:

1. Meet with students to exchange information and help them through counseling and guidance to pursue their personal, social, academic and vocational goals.

2. Register new and returning students.

3. Monitor and help with the administration of school testing programs.

4. Compile and maintain a log of daily activities, records of conferences with counselees and files on individual counselees.

5. Review and approve individual class schedules or course choices and changes in schedules or courses.

6. Supervise the day-to-day student services program in a school and the work of student services professional, clerical, and student staff.

7. Meet with parent(s)/guardian(s) to exchange information, to understand and improve student behavior and to try to resolve student problems.

8. Meet with students in a group to facilitate adjustment to a school, to explain curriculum requirements and choices, extracurricular activities, etc.

9. Review and evaluate pupil records to determine accuracy of information, eligibility for promotion, deficiencies in course work and academic progress.

Secondary Tasks:

1. Plan, administer or coordinate articulation activities with feeder schools and orientation programs for parents, faculty and students.

2. Write brief paragraphs about course offerings, events and activity programs, routine reports, records, survey questionnaires, etc.

3. Read computer printouts, detect and correct discrepancies between school computer and records and verify accuracy of data.

4. Conduct interviews and exchange information in person or by telephone with teachers, employers, college representatives feeder school staff, law enforcement officers, social service agents and others.

5. Review and interpret test scores for Assistant Principal to improve instruction and curriculum.

6. Review and interpret test scores for students, teachers, parents, students services personnel or school officials.

7. Consult with pupil study team to help diagnose student needs and prescribe remedies.

8. Counsel students in a group to try to resolve social, personal, attendance or academic problems.

Level Specific Primary and Secondary Tasks

A. Junior High

1. Monitor student behavior in the cafeteria, hallways, parking lot and/or other places at school site.

2. Administer tests and interpret scores on cognitive measures such as state assessment, vocational, aptitude or diagnostic tests.

B. Senior High

1. Carry out varied administrative services (e.g., attend meetings, prepare school reports, etc.) on behalf of the Principal or Assistant Principal.

2. Organize special programs and events such as Career Fairs, field trips and assemblies.

3. Write letters of reference for college entrance, employment, credit, auto insurance or other reasons.

4. Write items, review or edit school guidance bulletin.

5. Obtain and disseminate material and information and advise students on college choices, requirements and costs.

6. Help students to secure and complete forms for college admission application, test registration and financial aid and prepare or review completed forms.

7. Promote and publicize College Assistance Program services to students, parents, teachers and business/industry resources.

8. Meet with college representatives to facilitate recruitment and placement of students.

9. Collect and analyze facts and data to evaluate college scholarship awards, college entrance applications, or college entrance test performance.

10. Plan, administer or coordinate meetings with college representatives, department chairpersons, child study teams, etc.

Student Services Chairpersons most frequently talk with and counsel students on:

1. scheduling
2. academic performance/grades
3. attendance in class/school
4. special program placement

They also deal with students regarding:

5. classroom/school misbehavior
6. relationship with others
7. family problems
8. test performance scores
9. educational plans
10. self image

In senior high schools, Chairpersons also discuss:

11. career choices
12. occupational plans
13. college choices and applications

The topics of parent conferences with Chairpersons are essentially the same as those with students, with a major emphasis also on college choices, applications, scholarships and financial aid at the senior high level.

The Student Services Chairperson typically works at a desk in an office and as a member of a team. He/she "frequently" works under pressure of time to meet deadlines. Working conditions "very frequently" provide "privacy and dignity" for interviewing pupils and/or parents. Responses are divided between "much" and "very much" regarding Chairpersons' feelings that their physical working conditions are safe and agreeable. Job activities are considered to have an intermediate degree of structure, that is some routine and some change. Their supervision usually involves "general direction and guidance."

Through the follow-up interviews, the interpretations of some of the survey items were clarified. Additional information, particularly regarding inter-school differences, was also elucidated. It was apparent from the interviews that secondary task number 8 was responded to in terms of dealing with more than one student at a time, for any purpose. Student Services Chairpersons uniformly stated that they did not do any group counseling. Those who were interviewed also stated that due to grossly insufficient or, in some cases, nonexistent clerical help, they spent a significant amount of time involved in clerical tasks such as filing, typing, and filling out routine forms. A basic difference between junior high and senior high Chairpersons that emerged from the discussions was that at the senior highs there was a greater degree of emphasis on future planning i.e., college, occupation, career, and employment. Interview data indicate, however, that some of the tasks related to post-secondary education were more likely to be performed by other members of the student services staff. In particular, task number seven, specific to the high school level (help with college and financial aid applications and test registration), was usually performed by the CAP Advisor rather than the Chair-person.

Test Chairperson

The following job description is based upon the ratings of a sample of 20 Test Chairpersons.

Primary Tasks

1. Meet with students to exchange information and help them, through counseling and guidance, to pursue their personal, social, academic and vocational goals.

2. Register new and returning students.

3. Meet with parent(s)/guardian(s) to exchange information, to understand and improve student behavior and to try to resolve student problems.

4. Review and approve individual class schedules or course choices and changes in schedules or courses.

5. Coordinate the administration of the school testing program as Test Chairperson.

6. Monitor and help with the administration of school testing programs.

7. Receive test booklets and answer sheets; count, sort, arrange, check, distribute, collect and store in safe custody.

8. Review and interpret test scores for students, teachers, parents, student services personnel or school officials.

9. Administer tests and interpret scores on cognitive measures such as state assessment, vocational, aptitude or diagnostic tests.

10. Collect and analyze facts and data to evaluate results of school-wide testing.

11. Review and evaluate pupil records to determine accuracy of information, eligibility for promotion, deficiencies in course work and academic Progress.

Secondary Tasks

1. Conduct interviews and exchange information in person or by telephone with teachers, employers, college representatives, feeder school staff, law enforcement officers, social service agents and others.

2. Compile and maintain a log of daily activities, records of conferences with counselees and files on individual counselees.

3. Collaborate with teachers to plan and conduct classroom guidance activities, testing programs, behavior modification program(s) and other related activities.

Level Specific Primary and Secondary Tasks

A. Junior High

1. Monitor student behavior in the cafeteria, hallways, parking lot and/or other places at school site.

B. Senior High

1. Meet with students in a group to facilitate adjustment to a school, to explain curriculum requirements and choices, extracurricular activities, etc.

2. Write letters of reference for college entrance, employment, credit, auto insurance or other reasons.

3. Obtain and disseminate material and information and advise students on college choices, requirements and costs.

4. Help students to secure and complete forms for college admission application, test registration and financial aid and prepare or review completed forms.

5. Promote and publicize College Assistance Program services to students, parents, teachers, and business/industry resources.

6. Meet with college representatives to facilitate recruitment and placement of students.

7. Collect and analyze facts and data to evaluate college scholarship awards, college entrance applications, or college entrance test performance.

Test Chairpersons most frequently talk with and counsel students on:

1. scheduling
2. academic performance/grades
3. attendance in class/school
4. classroom/school misbehavior
5. relationships with others
6. personal problems
7. test performance scores

They also deal with students regarding:

8. special program placement
9. family problems
10. self-image

In senior high schools, Test Chairpersons also discuss:

11. educational plans
12. college choices and applications
13. scholarship/financial aid applications

The topics of parent conferences held by Test Chairperson are essentially the same as those mentioned above in regard to students.

The Test Chairperson typically works at a desk in an office and as a member of a team. He/she "frequently" works under pressure of time to meet deadlines. Working conditions "very frequently" provide privacy and dignity for interviewing pupils and/or parents. Test Chairpersons rated their physical working conditions 4 on a 5 point scale (5 was the highest or best rating) with regard to safety and agreeability. Job activities were considered to have an intermediate degree of structure, that is some routine and some change. Their supervision usually involves "general direction and guidance."

Through the follow-up interviews, the interpretations of some of the responses to survey items were clarified. Again, there was a more significant emphasis on postsecondary education and occupational plans at the senior high level. As with the Student Services Chairpersons, Test Chairpersons in senior high schools endorsed the item regarding helping students with college and financial aid applications and test registration as a primary task. Interviews indicated, however, that this task was usually performed by the CAP Advisor rather than the Test Chairperson. Their reports about interpreting tests showed considerable variability. Many stated that they were rarely asked to interpret test scores while others stated that they had frequent requests. Test chairpersons estimated that they spend from 15 to 33% of their time over a year involved with their testing related duties. Most of those interviewed stated that they carried a full load of students in their duties as a counselor. In the junior highs, 50% of the Test Chairpersons were also the Student Services Chairpersons.

Counselor

The following job description is based on the rating of a sample of 52 Counselors.

Primary Tasks

1. Meet with students to exchange information and help them, through guidance and counseling, to pursue their personal, social, academic and vocational goals.

2. Register new and returning students.

3. Review and approve individual class schedules or course choices and changes in schedules or courses.

4. Meet with parent(s)/guardian(s) to exchange information, to understand and improve student behavior and to try to resolve student problems.

5. Meet with students in a group to facilitate adjustment to a school, to explain curriculum requirements and choices, extracurricular activities, etc.

6. Compile and maintain a log of daily activities, records of conferences with counselees and files on individual counselees.

7. Review and evaluate pupil records to determine accuracy of information, eligibility for promotion, deficiencies in course work and academic progress.

Secondary Tasks

1. Conduct interviews and exchange information in person or by telephone with teachers, employers, college representatives, feeder school staff, law enforcement officers, social service agents and others.

2. Monitor and help with the administration of school testing programs.

3. Review and interpret test scores for students, teachers, parents, student services personnel or school officials.

Level Specific Primary and Secondary Tasks

A. Junior High

1. Monitor student behavior in the cafeteria, hallways, parking lot and/or other places at school site.

2. File letters, reports, student records and related documents and material.

3. Plan, administer or coordinate referrals to specialist, schools, agencies and programs.

4. Consult with pupil study team to help diagnose student needs and prescribe remedies.

5. Counsel students in a group to try to resolve social, personal, attendance or academic problems.

6. Write student passes to control movement.

B. Senior High

1. Write letters of references for college entrance, employment, credit, auto insurance or other reasons.

2. Obtain and disseminate material and information and advise students on college choices, requirements and costs.

3. Promote and publicize College Assistance Program services to students, parents, teachers and business/industry resources.

Counselors most frequently talk with and counsel students on:

1. scheduling
2. attendance in class/school
3. academic performance/grades
4. classroom/school misbehavior
5. special program placement
6. relationships with others
7. family problems

8. personal problems
9. educational plans
10. self image

They also deal with students regarding:

11. test performance scores
12. career choices
13. occupational plans
14. conflicting values or problems with the law

In senior high schools, Counselors also discuss:

15. college choices and applications

The topics of parent conferences held by Counselors are very similar to those of students with a primary focus on attendance, grades, misbehavior and scheduling. At the senior high level, there is also the added emphasis on college choices and applications.

The Counselor typically works at a desk in an office and as a member of a team. He/she "frequently" works under pressure of time to meet deadlines. Working conditions were rated four on a scale of one to five for providing privacy and dignity for interviewing pupils and/or parents. Counselors rated their physical working conditions four on a scale of one to five with regard to safety and agreeability. Job activities were considered to have an intermediate degree of structure, that is some routine and some change. The supervision they receive usually involves "general direction and guidance."

As in the cases of the other positions, the responsibilities of the Counselor varied with the particular student population. Another factor that produced variability between Counselors was the manner in which students were assigned to them. Some Counselors stayed with one group of students throughout the years of their attendance at the school. Some handled only a particular grade level, while others were responsible for students in more than one grade level. Thus, for example, the twelfth grade Counselor was much more involved with college-related activities than the tenth grade Counselor. There was also a range in the quality of physical work conditions. In most schools the conditions were adequate, however, some schools did not provide privacy, telephones and/or enough space for more than one person in addition to the Counselor in the individual office. A few full-time Counselors, mostly in the junior highs, had teaching and/or homeroom responsibilities. Like the Student Services Chairpersons, junior high level Counselors rated group counseling (junior high level specific task number five) as an important task, however, all Counselors interviewed, with the exception of one, stated that they did not do any group counseling. Counselors also stated that individual counseling was usually just one brief session. They reported not having enough time for any on-going counseling. Again, there was more of an emphasis on discipline and monitoring in the junior highs, and postsecondary education and vocational plans in the senior highs.

College Assistance Program (CAP) Advisor

The following job description is based on the ratings of a sample* of 6 CAP Advisors.**

Primary Tasks

1. Obtain and disseminate material and information and advise students on college choices, requirements and costs.

2. Help students to secure and complete forms for college admission application, test registration and financial aid and prepare or review completed forms.

3. Collect and analyze facts and data to evaluate college scholarship awards, college entrance applications, or college entrance test performance.

4. Promote and publicize College Assistance Program services to students, parents, teachers and business/industry resources.

5. Meet with students to exchange information and help them through counseling and guidance, to pursue their personal, social, academic and vocational goals.

6. Compile and maintain a log of daily activities, records of conferences with counselees and files on individual counselees.

CAP Advisors most frequently talk with students about:

1. scholarship and financial aid applications
2. college choices and applications
3. educational plans
4. test performance scores

They also deal with students regarding:

5. career choices

The topics of parent conferences held by CAP Advisors are essentially the same as those with the students.

The CAP Advisor typically works at a desk as a member of a team. Working conditions "very frequently" provide privacy and dignity. They rated their working conditions as "very much" safe and agreeable. Job activities were considered to have "considerable" structure. The supervision they receive was rated in between "general supervision" and "general direction and guidance".

* The survey response rate for CAP advisors was 43%, significantly lower than the general return rate for the survey.

** CAP Advisors are assigned on a part-time basis in the senior high schools only for interviewing pupils and/or parents.

CAP Advisors spent most of their time giving direct service to students, that is, the majority of their time was spent with students. They attempted to see every senior individually in addition to contacting all juniors through class visits. Some also visited sophomore classes and students in junior high schools, but most lacked the time for such presentations. In some schools, the work of the CAP Advisor overlapped with that of the Counselors in the area of college information and scholarships. The amount of contact with parents varied greatly among schools, with some Advisors having many parent contacts and others having very few. All CAP Advisors who were interviewed stated that they frequently wrote items regarding scholarship information either for the school's guidance bulletin or for a bulletin that was solely their own.

SUMMARY

Four job titles were examined for the job analysis of the secondary guidance program. The results were based on the responses of 131 Student Services Chairpersons, Test Chairpersons, Counselors, and CAP Advisors. It was found that there was a great deal of overlap among the different jobs in terms of the tasks performed by each. Most differences were more a matter of how much a part of the job each task was. For the purpose of job descriptions, only those tasks reaching the criteria for primary and secondary were included.

Counselors typically were engaged in a wide variety of tasks ranging from direct contact with students and parents to dealing with outside resource people to paperwork. Using the Counselor as a point of comparison, the results indicated that the Test Chairperson performed basically the same tasks as the Counselor while also being responsible for all aspects of school-wide testing. The Student Services Chairperson performed almost all Counselor tasks in addition to tasks related to supervising and coordinating all guidance activities. None of the tasks of the CAP Advisor, on the other hand, were unique, but were an expansion of services in one group of Counselor tasks.

Differences were also found between guidance departments in junior high schools as compared to those in senior high schools. There was a stronger emphasis on discipline-related activities at the junior high level and post high school plans at the senior high level. Similarities, however, far outnumbered the differences. It was also found that the demands of some non-counseling tasks greatly reduced the amount of time available for counseling.

Guidance Program Activities

Analysis

Most of the information regarding guidance program services was obtained from counselors' and administrators' responses to the Survey of Guidance Program Activities. From this survey, data were combined to determine the current status of these activities in the secondary schools.

The status of activity implementation was classified as either acceptable or unacceptable. The implementation of an activity was considered acceptable if at least two-thirds of the respondents expressed that the implementation of the activity was adequate or that the activity was not being implemented and was not needed. The level of implementation was considered unacceptable or a problem area if at least one-third of the respondents indicated that the activity was not being implemented and a need existed or that the implementation of the activity was not adequate.

For the purposes of this study, a negative perception by one-third of the respondents or an unacceptable finding in one-third of the schools signalled a significant flaw or problem area in the system. If an unacceptable response was given by at least 50% of the respondents, the item was singled out as a serious area of concern.

The frequencies of counselor responses given for each of the survey items appear in Appendix G. Frequencies of administrators' responses appear in Appendix H.

Status of Services-Counselor Data

Findings for junior high and senior high schools are reported separately because of differences observed in the data between the two groups of counselors. The ratings which were assigned to senior high and junior high school guidance services, as a result of counselors' responses, appear in Table 2 through Table 9. The numbers which appear within the parentheses are the item numbers on the counselor and administrator instrument.

The findings for activities in the junior high schools were generally positive. The implementation of most of the activities - 39 of the 45 activities (87%) - were classified as acceptable. Six problem areas were isolated with only one - surveying student's needs and interests - being a serious area of concern. These concerns were not concentrated in any particular developmental area of service category but were interdispersed throughout the categories.

An obvious disparity between the junior high findings and those of senior high schools is the significantly greater number of concern areas in the senior high schools. Twenty of the 45 activities (44%) were classified as concern areas where a large percentage of the senior high counselors expressed that the activity was either implemented inadequately or was needed but not implemented. Nine (45%) of the activities given unacceptable ratings were classified as serious areas of concern. That is, they were given unacceptable ratings by 50+% of the individuals who identified themselves as counselors in senior high schools.

Several services were given unacceptable ratings at both the junior high and senior high levels. This may be indicative of issues or problems which have not been addressed sufficiently at the district-level. Services rated as unacceptable at both levels, based upon the responses of counselors, appear below.

1. Establishing and maintaining guidance materials resource centers.
2. Assisting teachers to apply and evaluate counseling techniques.
3. Conducting group counseling.
4. Assessing students' vocational aptitudes and interests.
5. Surveying students' needs and interests.

The last activity was the only survey item classified as a serious area of concern at the junior high and senior high levels. This finding is most significant since this very activity might have the greatest single impact upon the effectiveness and relevancy of the total guidance program. In order for the program to be responsive and relevant, it must be continuously developmental in nature. The program must address the needs of its clients.

When data for the total sample (N=66) were analyzed, each of the above six activities emerged as areas of concern. In addition, the following activities were given unsatisfactory ratings in the total counselor sample. An asterisk appears before the serious concern areas.

1. Establishing and maintaining a guidance materials resource center for staff and students.
2. *Organizing and conducting activities on substance abuse.
3. *Disseminating literature on substance abuse.
4. *Providing resource material in study skills.
5. Providing activities/counseling to help students develop decision-making skills.
6. *Providing student activities for self-awareness.

Status of Services - Administrator Data

Summaries of ratings given by administrators regarding the implementation of guidance activities appear in Table 10 through Table 17.

The ratings given by administrators were very much in agreement with those provided by the total secondary counselor sample. There were, however, a few inconsistencies. For three of the guidance activities, administrators' ratings were positive, whereas they were given unacceptable ratings by a significant number of counselors. These activities are:

1. Providing student activities for self-awareness.
2. Assisting teachers to apply and evaluate counseling techniques.
3. Disseminating pertinent literature on substance abuse.

One activity which was rated as acceptable from counselor data was rated unacceptable using the data from administrators. This activity involved counselors' working with vocational instructors in achieving placement; consulting with supervisors regarding student work experience; and assisting in identifying work experience settings. It should be pointed out, however, that although the Student Services Act requires the inclusion of placement services as a part of the guidance program, placement is the primary responsibility of the work experience teacher and the occupational specialist.

Overall, 11 (24%) of the activities were given unacceptable ratings based upon administrator data. Four of these activities may be considered major areas of concern in that unacceptable responses were given by more than one-half of the administrators.

Three relatively strong categories of services were observed. These were orientation, consultation, and career information and planning.

Comprehensiveness of Services - Counselor Data

Ratings were particularly positive in particular categories. These categories were orientation, placement and follow-up, and career information. Junior

high schools' services appeared to be balanced in that they encompassed activities which pertain to each of the major areas of student development and awareness -academic development, personal/social development and career development.

Findings reveal that the concern with the total development of the student may be diminished at the senior high level. The strength of the senior high program appears in the area of academic guidance and counseling. Activities given acceptable ratings almost exclusively relate, directly or indirectly, to the students' academic development and awareness. From the counselor data, there is apparently a decrease in the frequency and quality of services related to personal and social development. Activities or services which relate to the personal/social development and the career development of the student were generally given unacceptable ratings. This is particularly evident in the contrasting status ratings of junior high and senior high schools in the categories of guidance and information-giving, counseling, and career information and development.

Perceptions Regarding Needed Services - Counselor Data

A relatively large percentage of junior high counselors indicated that several of the activities which appeared on the instrument were not being implemented in the junior high schools. However, the majority of respondents felt that a need did not exist for these activities. Activities which were generally not performed by the junior high counselors follow:

1. Providing information services for parents, teachers and students on financial aid and scholarships.
2. Arranging placement interviews for graduates and dropouts.
3. Conducting follow-up studies of graduates.
4. Gathering and maintaining information on postsecondary institutions.
5. Organizing and conducting family planning activities for students.

Clearly these activities are more senior high-oriented and relate to post-graduation plans and activities. Consequently, they were rated by most junior high counselors as services which are not needed in their respective schools.

As with junior high counselors, a large percentage of senior high counselors indicated that some services were not implemented. However, unlike their junior high counterparts, the senior high counselors generally felt a need existed for these services. These services were concentrated in the guidance and information-giving category. Again, each of the needed services are related to the personal/social dimension. Needed services which were generally not implemented in the senior high schools follow:

1. Organizing and conducting activities on substance abuse for students.
2. Disseminating pertinent literature on substance abuse for students.
3. Providing resource material in study skills.

Relatedness of Services With Consumer Needs

Recognizing that needs for certain services may not exist in certain situations, it is imperative, however, that adequate services be provided in critical areas of client need. Data related to student, teacher, and parent needs and the perceptions of counselors' regarding the adequacy of services were combined to assess the extent that adequate services were being provided in the areas of greatest client need.

Analysis

Information regarding consumer needs were derived from the student, teacher, and parent editions of the Secondary Guidance Evaluation Survey. The level of consumer need in a particular area was determined by calculating the percentage of respondents who indicated that a need existed in the area. Categories of need levels were derived using the following criteria:

1. High need - 67% or more of the respondents indicated that a need existed.

2. Moderate need - Between 33% and 66% of the respondents indicated that a need existed.

3. Low need - Less than 33% of the respondents indicated that a need existed.

All high and moderate need categories were isolated. Guidance activities which are directly related to each of these need areas were also identified. The adequacy of these activities was determined by the percentage of counselors who indicated that the service was being implemented and was adequate. The activity was given a satisfactory rating if at least 67% of the counselors rated the service as implemented adequately.

Findings: Students

Levels of student need in the areas which were surveyed appear in Table 18. A significant percentage of students rated all but four of the items as areas in which they have needed assistance. The majority of students felt that they had not needed help in the following four areas:

1. understanding, accepting & liking themselves better;
2. becoming more accepting of others;
3. knowing how to get along with family members;
4. understanding more about the use/abuse of drugs.

Although these needs were identified by less than one-third of the students, they should not be ignored, particularly when the consequences of these unmet needs upon the emotional and psychological welfare of the student are considered. Needs related to each of these four areas were expressed by at least 10% of the student sample.

One finding related to student needs which deserves attention is the apparent inconsistency between the perceptions of junior high counselors regarding student needs and the perceptions of the junior high students themselves. Generally, junior high counselors felt that five services were not needed by the junior high students. Two of these services were (1) providing information services on financial aid and scholarships and (2) gathering and

maintaining information on postsecondary institutions. These two activities, however, are most related to two areas in which a moderate percentage of junior high students indicated a need. It is conceivable that since students are expected to consider long-term goals and decisions regarding careers, they also give consideration to long-term plans regarding postsecondary education.

In Table 20, each of the student needs with moderate and high ratings have been cross-referenced with guidance activities which related to the outcome areas. Activities that the majority of counselors consider adequately implemented have been marked. Because of differences previously observed between junior high and senior high counselors' opinions regarding services, the results are presented separately for these levels in the tables.

For most of the needs identified by the students, at least one related service was being implemented that was rated as adequate by the majority of secondary counselors. Needs which are most likely addressed by counselors, as indicated by the number of related services given adequate ratings, are finding courses, learning how to prepare for careers, and learning about careers and the work of work.

Three of the high need areas, however, were generally not being addressed adequately. These were: (1) learning how to make decisions; (2) knowing about financial aid for college or vocational/technical school; and (3) obtaining parttime and/or summer work.

The extent that other needs are addressed, such as helping students to understand adults better, may be questionable since the only surveyed activity related to the need was individual counseling. If need is addressed, an assumption must be made that the individual counseling sessions also include topics in the identified need area. This is also true of group counseling where an assumption must be made regarding the relatedness of topics in group counseling to the students' identified need areas. Although individual counseling sessions may be effective, the extent of student exposure to this type of service is limited.

Other needs identified by students may be only partially addressed. For example, in assisting students to understand their abilities and interests, vocational interests and aptitudes are not assessed adequately. Consequently, students are less informed about their vocational interests and abilities than they are about more academic areas.

Using the activities which were surveyed, two student needs are not adequately addressed in the junior high schools. These are obtaining information about financial aid for college or vocational/technical school and becoming aware of educational alternatives after high school. This most likely results from the conflicting perceptions between counselors and students regarding the need for services in these areas, as discussed previously.

The only senior high need not adequately addressed by any of the surveyed activities was knowing more about possible careers and the world of work. Knowing how to prepare for careers was addressed to some extent. It is possible, however, that junior high counselors emphasize students' awareness of careers whereas senior high counselors, assuming a career choice has been made, are more concerned with the student's preparation for the selected career.

Findings: Teachers

A summary of the results of teacher perceptions regarding their needs appear in Table 19. The cross-referencing of these needs with related counselor activities appear in Table 21.

All but one of the identified need areas were addressed by an activity that counselors considered to be implemented adequately. A high need area identified by teachers which is not adequately addressed by counselors is obtaining help in applying guidance techniques in the classroom.

Findings: Parents

From the parent data, only one area was identified in which there was a moderate area of need: obtaining information on my child's achievement (44%). In the remaining outcome areas, less than one-third of the parents indicated a need for assistance. Percentages of parents indicating a need for assistance in the specific outcome areas appear below in descending order of frequency.

1. Arranging or scheduling meetings with my child's teachers (25%)

2. Understanding my child's interests (24%)

3. Obtaining information on my child's attendance (19%)

4. Understanding my child's needs (18%)

5. Improving my relationship with my child from community agencies and organizations (10%)

6. Obtaining assistance for my child from community agencies and organizations (10%)

One guidance activity was cross-referenced with the moderate need area, obtaining information on achievement: arranging and conducting conferences with parents concerning progress and/or problems areas of their child. Of the counselor respondents, 98% indicated that the activity was implemented adequately.

Extent of Teacher Involvement in the Guidance Program

Administrators and teachers, as well as counselors, are involved in the secondary guidance program. Specific activities and roles of the secondary teacher have been delineated in the District's Student Services Management handbook.

Teachers' responses to survey items indicate a considerable degree of teacher involvement in the secondary guidance program. The majority of secondary teachers indicated the following:

1. They utilize the services of the guidance department.

2. They have had individual conferences with a counselor concerning one or more of their students.

3. The counselor usually reports back to them concerning students they refer.

4. They try to identify students with guidance needs and refer them to the counselor.

5. They are aware of and understand the procedures for referring students to the counselor.

Although a majority of teachers indicated that they include guidance topics in their classes, a significant percentage (45%) reported that they do not include guidance topics. Also, a significant percentage (40%) felt that the interaction between teachers and counselors regarding students was not sufficient.

Guidance Program Management and Coordination

Analysis

Counselors' and administrators' perceptions regarding the impact of specific factors upon the implementation of the secondary guidance program were obtained from information provided on the Inventory of Guidance Factors. For each factor, the percentage of respondents who indicated a positive impact, no impact, and a negative impact were calculated. If at least 33% of the respondents indicated that a factor had a negative impact, the factor was considered a potential threat to the successful operation of the guidance program. The status of such factors was rated as unsatisfactory. The status of the factor was considered satisfactory if at least 67% of the respondents reported that the factor had a positive effect or that the factor had no impact upon the operation of the program.

Impact of School/District Factors Upon Program Implementation

The summary of findings for the impact of school and district factors appear in Table 22. Exact percentages which were given by the counselors and administrators appear in Appendix E and Appendix F, respectively.

Findings for administrators and counselors on the impact of school factors were identical. The majority of factors was felt to have a positive impact on program implementation. Those factors that were most widely viewed by the respondents to have a positive influence (at least 80%) were clarity of school goals and policies, support from faculty, response/cooperation of students, and the professional competency of guidance staff.

Three factors were found to be inhibitive to program implementation, based upon the responses of counselors and administrators. These factors were physical facilities, clerical assistance and size of guidance staff. This finding was consistent at the junior high and senior high levels.

Findings between junior high counselors and senior high counselors were also highly consistent. One difference, however, was observed with regard to the counselors' perceptions of the guidance budget. Junior high counselors felt that this variable had a negative impact upon the implementation of the guidance program whereas senior high counselors generally did not feel that the budget restricted the implementation of the program.

Further review of the negatively-rated factors follows. The review is based upon an analysis of the follow-up comments and reasons given by counselors and administrators as explanations for the negative ratings and their recommendations for improving the problems created by these factors.

Physical Facilities. Thirty-six percent of the counselors and 44% of the administrators felt that their school's guidance program was adversely affected by the current status of their physical facilities. The two most frequently mentioned reasons for this perception were (1) lack of facilities or space for group counseling and (2) the existence of offices for counselors which are too small and/or lack privacy.

Descriptive information regarding physical facilities was given by the guidance chairperson in each secondary school in the Inventory of Guidance Inputs. The status of schools with regard to selected physical facilities is depicted in Figure 1.

From the information given by the guidance chairpersons, of the individuals who were employed as secondary counselors during the time of the survey (December 1983), 26 (approximately 10%) did not have a private, unshared office.

Findings from the input survey also substantiate counselors' assertions regarding the unavailability of space for group counseling. Data from chairpersons revealed that there was a lack of adequate space for group activities --group counseling and testing small groups-- in more than one-half of the secondary schools. Also lacking in most schools was adequate space for storage of records and an information library.

The negative impact of physical facilities may possibly manifest itself in the inadequate implementation, according to counselors, of group counseling and the provision of resource material to students. The inadequate implementation of these services may result from lack of appropriate facilities for group counseling and a lack of space for an information library.

Number of Guidance Personnel. Size of guidance staff was rated negatively by more counselors and administrators than any other factor. Overwhelmingly, respondents who rated the factor negatively felt that current counselor caseloads were too large. Also mentioned were the heavy workload and the large number of job demands placed upon the insufficient number of counselors.

According to Shertzer and Stone (1971) the most obvious and well known external criterion for judging a good guidance system is a counselor-student ratio of one counselor per 250 to 300 students. Most counselor-student caseloads observed in the study far exceed this ratio. The distribution of counselor caseloads reported by guidance chairpersons appears in Figure 2. Caseloads ranged from a low of 240 students per counselor to a maximum of 725 students per counselor. The average counselor caseload in junior high schools was 458 students. In senior high schools, the average student caseload was 504 students.

Some comments were given which typify the sentiments of many counselors and administrators regarding these issues. Because many departments are understaffed, many counselors feel overwhelmed with the paperwork and administrative requirements of the job. These comments appear to express a great deal of discontent with these types of demands and job requirements placed upon an understaffed department moreso than other aspects of counseling. The following comments regarding the impact of these conditions on counselors have been extracted from selected responses.

(Administrator)
"Without being negative, I would like to have the district leadership each work three weeks in a school to see the daily pressures of trying to get to seriously frustrated kids who are in serious need of help. Testing, audit reports, paper work on staffing conferences and meetings are not the answer. Many problems can be arrested only by a one on one conference."

(Counselor)
"I have plans of returning to the classroom. I can do more counseling and have a closer relationship with the students in the classroom than in the guidance office. Until counselors are assigned a fair 'load', where we can get to know the student and his/her parents, very little meaningful therapeutic counseling can be done."

(Counselor)
"The opportunity to make an impact on young people of high school age is unlimited. Many of our students lack stability in their home lives and are eager for advice, attention, and help in planning for their future from school personnel through individual and group counseling; we feel we could accomplish so much. Unfortunately, demands on our time preclude adequate meaningful counseling."

(Counselor)
"This is a school of approximately 1200 students with two counselors (ratio 1-600). Also, I am test chairman and expected to keep up with everything. This has been the policy for years."

Clerical Assistance. Clerical assistance was considered to have a negative impact upon the guidance program by 40% of the counselors and 41% of the responding administrators. An analysis of the comments regarding this issue revealed several factors which causes such an impact. Reasons given by respondents for their dissatisfaction with the current status of clerical assistance follow, in descending order of frequency.

1. There is no clerical help given to the guidance department.
2. Clerical help is available but is insufficient. There are too few clerical personnel, or clerical staff is shared with the administration or other departments.
3. Clerical staff lack the necessary competencies and skills for the job.
4. Bilingual clerical staff is needed.

From the information provided by guidance chairpersons, 47% of the junior high departments and 17% of the senior high departments have no clerical staff assigned - fulltime or parttime. In another 23% of the junior high schools and 9% of the senior high schools, only parttime clerical staff (in most cases only one person) was assigned.

The following comment was given by a counselor regarding clerical assistance:

"We are the clerical assistance...Guidance workers should be specialists assigned from 'downtown' with specific tasks to perform. They should not be used to fill in the gap of lack of clerical help and have to absorb that problem. The inconsistencies of guidance programs directly relate to the different philosophies and priorities of each principal. With the extinction of the 'paddle' and the discretion of suspensions, a great need will occur to assist students in a positive way to understand their behavior, themselves, etc. This cannot be accomplished with the clerical tasks assigned and unawareness of different departments or tasks, i.e. testing, scheduling, articulation with junior high, or to the large blocks of time spent doing these matters and perhaps to the disadvantages of student needs. A conflict of priorities --of different administrators-- also confuses matters. The left hand not knowing what the right is doing."

Availability and Utilization of Computer Resources

The secondary counselor is expected to perform many guidance and counseling activities as well as other routine administrative tasks. Used as an extension of the counselor, the computer can enhance and multiply the guidance and counseling-related activities of the counselor. Information was retrieved from guidance chairpersons to ascertain the extent that equipment is available to facilitate the utilization of computer technology in the secondary guidance program.

Guidance chairpersons were requested in a survey to provide the following information for their respective schools:

1. number of computer terminals in the guidance area;
2. number of microcomputers assigned to the guidance department;
3. use(s) made of the microcomputers;
4. number and description of computer-assisted career guidance programs used in the school;
5. type of student services computer software available in the school.

The percentages of schools having the types of resources described above are illustrated in Figure 3. From this illustration, it can be seen that the existence of computer equipment and materials assigned to the guidance departments or in the guidance areas are sparse. Only one school had a microcomputer assigned to the guidance department. None had any student services software; consequently, no information was obtained regarding the type of student services software.

Program Outcomes

Analysis

Information with which to assess program outcomes was obtained from the parent, teacher, and student editions of the Secondary Guidance Evaluation Survey. Actual percentages given for responses on the surveys appear in Appendix G, Appendix H, and Appendix I.

The impact of the counseling program upon client outcomes was based upon the percentage of respondents indicating that a counselor had been helpful to them in the outcome area. The respective samples were limited to those respondents who indicated that they had a need in the outcome area. The degree of counselor impact was determined using the following criteria.

High Impact - More than 67% of the respondents with a need viewed the counselor as helpful.

Moderate Impact - Between 33% and 67% of the respondents with a need viewed the counselor as helpful.

Low Impact - Less than 33% of the respondents with a need viewed the counselor as helpful.

The responsiveness of the counselor was determined by a comparison of the extent of counselor helpfulness for respondents who request help in contrast with respondents who do not request help. Again, the samples consisted only of individuals who expressed a need for services in the outcome area. An assumption is made that the rate of helpfulness should be equivalent within both subgroups if, in fact, the program is preventive. The groups are considered equivalent if the percent of students indicating that they were helped by the counselor does not deviate more than 10 percentage points.

Impact on Students

Student Data. Contained in Table 23 are the percentages of students with a need in the outcome areas who were helped by a counselor. The percentages of students indicating a need in each of the specific areas are shown in Table 18.

For each of the need areas, most students who indicated that a need existed also indicated that they had been helped by a counselor in their schools. Counselors had a moderate impact in helping students in all except one of the outcome areas. That is, between 1/3 and 2/3 of the students were helped by them. Data also indicate that counselors had a high level of impact upon helping students to understand their abilities, interests, and other characteristics.

Separate analyses were also conducted between junior high and senior high students because of disparities between the two levels in previously discussed findings. Comparisons of the percentages of students helped by a counselor for these two levels appear in Figure 4.

An unexpected finding emerges from the comparison of senior high and junior high impact data. Previously, in determining the status of counseling activities, a more sizeable number of senior high activities were rated unacceptable, based on counselor data, than were junior high activities. Because far more activities were either nonoperational or considered inadequate by many senior high counselors, an expected finding would be a less pronounced impact upon senior high students. However, in most of the outcome areas, the impact of senior high counselors on students with needs was similar, and in some cases greater than, the level of impact observed in the junior high schools.

The weakest area of counselor impact, at both levels was in student placement --informing students on job availability and assisting them in obtaining parttime and/or summer work. One explanation for this finding is that student placement is a major responsibility of the occupational specialist. Consequently, counselors may be less involved in this activity than others.

Another very interesting finding emerges from the student impact data. Earlier in the presentation of findings, outcome areas with moderate and high levels of student need were cross-referenced with related guidance activities in order to establish the relatedness of services with student needs. Results of the analysis on program impact for students tend to validate the findings of the earlier study.

From the comparisons of student need areas with guidance activities, several needs were found to be addressed insufficiently based upon counselors' perceptions of the adequacy of services related to these outcome areas. These outcome areas follow:

1. learning how to make decisions.
2. knowing about financial aid for college or vocational/technical school.
3. becoming aware of educational alternatives after high school (junior high).
4. knowing about possible careers and the world of work.

Another need area in which data indicated a lack of adequate services was in obtaining parttime and/or summer work. Although job placement is a guidance function and is sometimes done by counselors, responsibility for this function has been assigned to the occupational and placement specialist.

Lack of adequate services in these areas with the exception of one --learning how to make decisions-- comprised the group of outcome areas with the least counselor impact (below 50% of the students). Understanding adults was not included in the earlier comparison since it did not represent a moderate need area; only moderate and high need areas were related to activities. However, if it had been included, it would also have been included among the areas that were inadequately addressed due to counselor perceptions regarding group counseling and the maintenance of a guidance materials resource center.

Teacher Data. A positive counselor impact on students can also be detected from secondary teacher data. The majority felt that counselors indeed have an impact upon students' behavior and performance. A large percentage of teachers (61%) indicated that they usually observe positive changes in the behavior or performance of most students that they refer to the counselor.

Parent Data. Generally, a significant percentage of parents indicated that their child's junior or senior high school had helped the child in specific areas that are generally within the purview of the guidance department. The highest percentage of parents (59%) felt that the school had helped their child in understanding his/her abilities, interests, and other characteristics. The extent that parents indicated that the schools had been helpful to their child in other areas is reflected by the percentages below.

1. Learning more about careers and the world of work (52%)
2. Finding courses which he/she needs (48%)
3. Learning how to prepare for careers (49%)
4. Setting his/her goals in life (47%)
5. Developing better relationships with other students (43%)
6. Becoming more aware of educational alternatives after high school (42%)
7. Developing a better attitude toward teachers & school (41%)
8. Understanding, accepting, and liking himself/herself (35%)
9. Becoming more accepting of others (33%)
10. Understanding adults better (27%)
11. Learning how to cope with family problems (23%)
12. Finding a job (19%)

Since information on student need was not obtained from parents, this data cannot be used to make definitive statements regarding the helpfulness and impact of counselors. One should note, however, the similarity in the rankings of the outcomes based upon student data and parent data. These data, therefore, may be more indicative of the relative impact and helpfulness of counselors in these specific outcome areas.

Impact on Teachers

The percentages of teachers indicating that they were helped by a counselor appear in Table 24. Data appearing in the table reveal that counselors were extremely effective in providing assistance to teachers. In all but two areas --modifying instruction to meet student needs and obtaining information on careers in their subject areas-- counselors had an impact upon a significant number of teachers with special needs.

Impact on Parents

Among the parents who indicated a need for assistance, data revealed that the schools were observed to have at least a moderate impact in providing help in most cases. In the area with the highest level of parent need obtaining information on their child's achievement-- the counselors were effective in helping a large percentage of parents (78%). The percentages of parents who needed and received help from the schools in other areas appear below.

1. Obtaining information on my child's attendance (59%)
2. Understanding my child's interests (37%)
3. Improving my relationship with my child (45%)
4. Obtaining assistance for my child from community agencies and organizations (42%)
5. Understanding my child's needs (55%)
6. Arranging or scheduling meetings with my child's teachers (65%)

A sizeable number of parents (34%) indicated that they had attended a meeting at their child's school and had heard a presentation from a guidance counselor. Most parents (81%) were also aware that a counselor had been assigned to assist their child. Of those parents, 71% knew the name of their child's counselor.

Program Responsiveness

Students. Comparisons between the extent that counselors were helpful according to students who requested assistance and those who did not request assistance are depicted in Figure 5. This presentation reveals, unequivocably, that counselors had a far greater impact upon students who requested help than they had with students who did not request help. Generally, counselors had a high level of impact upon students requesting assistance. In some cases, their impact was close to nothing with students who did not request help from them.

The significance of this finding is compounded by an additional finding. That is, the majority of students who indicated a need in most outcome areas did not request help from a counselor. The actual percentages of students with a need who did not request assistance are given in Table 25. These data show that the majority of students who have a need tend not to ask for assistance. So, although counselors have a great impact upon students who request their services, there remains a considerably larger number of students who need their assistance who are not being helped.

Teachers. A wide discrepancy also exists in the extent that counselors are helpful to teachers who request assistance and teachers who do not. Comparisons of the level of counselor helpfulness for the two groups appear in Figure 6. In each of the outcome areas, the impact of the counselors is far less for teachers who do not seek help, to the extent that the program is not equally responsive to both groups.

This finding is less critical for teachers than for students, however. Although the majority of students were not apt to seek help in most cases, the opposite was true of teachers. In each of the outcome areas, the majority of teachers had sought help from a counselor. Although counselors are most helpful to teachers who seek their help, their impact remains strong since the majority of teachers who need help also seek assistance. The percentages of teachers who did not seek assistance are given in Table 26.

Parents.

Figure 7 displays comparisons of the percentage of parents who were helped in specific areas between parents who did not request help and those who did request help. The findings are similar to comparisons observed with student and teacher data. The level of helpfulness for parents who requested help far exceeded the level observed for other parents needing assistance. The data, therefore, indicate that schools provide assistance to parents but activities designed to provide useful information to a broader spectrum of parents are limited.

DISCUSSION

This study's findings have focused upon several facets of the Secondary Guidance Program. Reviewed were the functions of guidance personnel, guidance activities, program management, and program outcomes. Findings reveal several strengths and weaknesses associated with each of these components. Using the findings of the study, these strengths and weaknesses will be discussed as they relate to accepted standards that have been established for quality guidance programs.

The findings of this study have been used to assess the status of the DCPS secondary guidance program on a set of evaluative criteria that has been established for quality guidance programs. The criteria, along with the conclusions based on the findings, for guidance components may be seen in Table 27. Criteria and summary findings related to program management appear in Table 28.

The standards that have been used to obtain an overall assessment of the program were developed from input provided by participants at the 1983 Counselor/Educator/Supervisor Renewal conference (1983). The criteria were developed through a joint effort of counseling professionals throughout the state of Florida.

Areas of concern regarding the secondary guidance program were concentrated in four major categories: program planning; utilization of guidance personnel; program resources; and program activities. Further discussion of the concerns in these categories follow.

I. Management of the Guidance Program

A. Program Planning

Findings from the study suggest insufficient planning of guidance programs in the secondary schools. According to a majority of the counselors and administrators surveyed in the study, needs assessments are not conducted. Where it is being implemented, a significant number felt that it was not done adequately.

Assessment of client needs is an essential element in program planning. The guidance program in each secondary school should address the needs of all students and should include the use of student needs assessment techniques to determine the program's priority elements. Program objectives should be developed and regularly revised based upon the findings of the needs assessments.

Without information on client needs, program efforts could be misdirected and program impact could be diminished. What is likely to result is a decrease in the extent that program activities relate to client needs.

B. Utilization of Guidance Personnel

Disciplinary Role. Results of the job analysis revealed a degree of involvement by counselors, at the junior high level, in monitoring student behavior

and emphasis on disciplinary matters. The exact nature of the counselor's involvement is not clear from the results. Although the nature of the counselor's involvement is unclear, the implications of this issue are significant enough to warrant discussion and review. In the event the counselor's role in disciplinary matters is inappropriate, this responsibility would fail to result in an effective relationship with students.

Counselors' involvement in student discipline should be reviewed to determine whether their involvement deals with assisting students having attendance or discipline problems as opposed to the administration of attendance and discipline or in making direct judgements on students' behavior.

The counselor certainly has a clearly-defined role in the disciplinary process, but not as disciplinarian or enforcer. Actual meting out of punishment is an administrative, not counseling, function; the counselor cannot effectively serve the student in this capacity. It is the counselor's responsibility to help the student understand and develop greater self-control of his/her behavior.

The counselor acting as disciplinarian adversely affects the counselor-counselee relationship. The relationship "requires a sense of trust in the counselor as an individual with whom the student can discuss even when some problems may concern conflicts with other members of the staff" (Shertzer and Stone, 1971, p. 431).

The disciplinarian role also influences the degree of counselor "approachability." Counselors could be avoided by students when placed in an authoritative role. The findings point out that most students who have certain needs do not request the counselor for assistance. Nothing in the study relates this finding to the role of the counselor in disciplinary matters. However, if the counselor is used to enforce rules or pass judgements on a student's actions, the degree of trust placed in the counselor by the counselee is greatly reduced. Definitely, this affects students' tendency to approach the counselor.

Clerical Assignments. Another concern in the area is the use of counseling staff to perform certain tasks that might be considered clerical. For example, one of the primary tasks of junior high counselors was to file letters, reports, student records and related documents and material. A secondary task for the guidance chairperson was to read computer printouts for the purpose of detecting and correcting discrepancies between school computer and records and verifying the accuracy of the data. Registering students was a primary task for the counselors and chairperson.

The demands of noncounseling tasks such as these greatly reduce the amount of time available for counseling. Each of these tasks could be done by clerical personnel or the school registrar. By assigning these functions to appropriate personnel, more time is available to counselors for counseling tasks, and greater effort could be spent providing services to students.

C. Program Resources

To be effective, a guidance program must have the capacity to deliver quality counseling services; the conditions and resources should be such that the counselor is capable is doing that which he/she is expected to perform. The effectiveness of a counselor can be increased substantially if given the requisite resources--time, facilities, budget, etc.-- for the assigned task. From the findings related to program resources and conditions, three factors

currently inhibit program capability: counselor caseload, degree of clerical assistance available to counselors, and the physical facilities. Specific weaknesses in these areas follow:

1. Guidance personnel are not available in sufficient quantity to deliver a comprehensive program.

2. Clerical assistance is not provided to insure the effective implementation of the school guidance program.

3. Facilities, equipment, materials and budget to carry out the guidance program are not adequate.

Obvious means of mitigating the negative influence of these factors are to increase the number of counselors, increase the clerical staff assigned to guidance departments, and redesign or improve physical facilities.

The use of computer technology, however, is a more cost-effective means of improving the first two conditions. Computer technology, through computer-assisted or computer-managed counseling is a means of enhancing and multiplying the guidance and counseling activities of the counselor. Program capability is enhanced because the computer can be available when the counselor cannot. If proficient in the use of computers, counselors may be able to perform more functions in less time.

The actual counseling function may be enhanced through computer-assisted counseling. Among the many applications of this technique are the selection and retrieval of career information, career guidance, educational guidance, aptitude and achievement testing, interest assessment, test practice and preparation (e.g. SAT), skill building (e.g. problem solving, decision making), and self-assessment.

Several of these applications could be used to improve certain guidance services that a significant percentage of counselors have rated as inadequate. For example, the assessment of vocational interests and aptitudes is not being done in a large number of schools. In schools where it is being done, many counselors consider it to be inadequate. In such schools, the computer could be used to assess students' vocational interests and aptitudes without increasing the workload of the counselor. In fact, where this activity had previously been done by the counselor, the counselor's tasks would be limited to interpreting the test results, thereby reducing the workload.

The computer is not used to provide services in computer-managed counseling. However, use of the computer for clerical and administrative tasks reduces the counselor's workload, thereby providing the counselor with more time to spend with students. Uses of the computer in computer-managed counseling can streamline such tasks as record keeping, report writing, test administration and scoring, scheduling, and other tasks that prevent counselors from spending time with counselees.

Findings indicate, however, minimal use of this technology. As of December 1983, only one secondary school had a microcomputer in its guidance department, according to information provided by guidance chairpersons. Very few schools had computer terminals in the guidance area; even fewer had computerized career guidance systems. Clearly the guidance program would be improved if appropriate computer hardware and software were available to counselors and if counselors were proficient in the use of computers. Cur-

rently, numerous software for microcomputers is available in the area of guidance and counseling; this software could be used to improve services and reduce paperwork and counselor workload.

The finding regarding the availability of computer terminals in the guidance area is significant. Adequate implementation of many of the most sought after services requires information about the student. Such services include finding courses, obtaining information about their abilities and interests, helping students to prepare for careers, etc. Information about students is often needed to make good decisions. This information includes test scores, courses that have been completed, class schedules, etc. Such information can be obtained on the computer terminal and should be readily available to the counseling situations.

II. Components of the Guidance Program

Although weaknesses were identified in this area, they are likely to be symptoms of problems and weaknesses in the area of program management. Activities rated as inadequate in the findings could be improved by better program management. Here are a few examples. Group counseling was considered to be inadequate by a significant number of counselors and administrators. Many schools, however, did not have adequate facilities for group counseling. In another case, the maintenance of a guidance resource center was considered inadequate. Again, many schools did not have space for an information library. Many of the services that are currently not operational or which are inadequate can be improved by providing the necessary resources such that the counselor workload is less burdensome.

Failure to deliver needed services has serious implications for many students. Secondary schools must provide a full array of services in all areas of development. Some, however, have been neglected. A discussion of these services follow.

A. Activities to Assist Students In Developing Self-Understanding, Self-Acceptance, and Effective Interpersonal Skills

This is a serious concern related to secondary guidance services, particularly at the senior high level. With almost all of the activities related to this area, a significant percentage of senior high counselors considered them either nonoperational or implemented inadequately. As a result, the senior high program may be imbalanced in that this component is less developed than other aspects of the program. Several findings were considered in reaching this conclusion:

1. Group counseling was considered inadequate by a significant percentage of counselors and administrators.

2. Although achievement data are available, the assessment of vocational aptitudes and interests is considered inadequate or nonoperational by a significant percentage of counselors and administrators.

3. Establishing and maintaining a guidance materials resource center for staff and students was given an unsatisfactory rating. Consequently, the availability of materials related to social and emotional growth for student use is probably inadequate.

4. The majority of guidance chairpersons reported that a guidance information library did not exist in their respective schools.

A quality program must be balanced and must include a level of services developed in accordance with their contribution to student needs. The only acceptable rationale for deemphasis of this component of the program is because it is more appropriate to the particular requirements of certain schools. However, data reveal, from an assessment of student needs, that this is not the case. A moderate percentage of students expressed a need for several services related to this area such as learning how to make decisions, learning how to get along with teachers and family, and learning how to accept themselves.

Various social problems, of which many senior high adolescents have fallen victim, also contradict any assertion that there is a lack of need for services in this dimension. Still prevalent in the senior high student population are problems related to teenage marriage and pregnancy, drug abuse, teenage suicide, teenage stress, school dropout, and juvenile delinquency. It is not reasonable to assume that the senior high student has attained adequate coping skills and competencies to appropriately deal with problems in this area.

Peters and Shertzer (1974) have advanced three reasons for lack of balance often found in guidance programs: "(1) personnel who are most interested in one aspect of the program and exaggerate its importance, (2) personnel who attempt to advance themselves, regardless of the program's well-being, and (3) quick growth of the program" (p. 447). Neither of the first two are acceptable. If the last is given as a justification, then another weakness emerges. This weakness relates to program inflexibility. That is, there is a failure to allow the program to expand or contract without seriously inhibiting the program's effectiveness. An effective program should be capable of adjusting to needed changes.

B. Assistance to Instructional Staff On Student Needs

Each member of the administrative and instructional staff is a member of the guidance team. Although their services may not be as direct as those of counselors, teachers are also providers of guidance services to students. Specific job descriptions, related to guidance and counseling, have been developed for teachers as well as counselors.

As stated numerous times in this report, the guidance program must be need-oriented in order to be purposeful. Teachers, as providers of guidance and counseling services, must also be aware of need areas that are to be addressed. Findings regarding student needs are also critical information for teachers and administrators in the development of curriculum.

A requisite activity for this component, however, is the assessment of client needs. Since surveys of student needs are not done in most schools, it is unlikely that student needs are communicated to teachers. If they are communicated, they may not be based on objective needs assessment data.

This component is another example of a programmatic weakness which can be improved simply by improvements in the management component of the program. Because assessments of student needs are infrequent, the program lacks the capability of providing this type of service.

C. Placement Services and Financial Aid Information

This service component is considered a concern area at both the junior high and senior high levels but for different reasons. At the senior high level, a significant percent of counselors provided responses which formed the basis of unsatisfactory ratings for several of the activities related to student placement and followup. At the junior high level, data revealed a lack of congruency between students' and counselors' perceptions regarding the need for financial aid information. A significant percentage of students expressed a need for this type of information. The majority of counselors, on the other hand, felt that the service was not needed; therefore, it was not being implemented.

Discussion regarding this component also relates to program balance and the importance of a need-oriented program. As stated previously, the service component of an effective guidance program must be balanced. Some services may be more developed and receive greater emphasis, in accordance with the needs of the client population, but not at the exclusion or expense of other needed services.

Although the need for financial aid information was expressed by a large percentage of junior high students, the appropriateness of this type of information at the junior high level should be addressed. In fact, the issue of appropriateness might explain the incongruity between students' and counselors' perceptions of need. In career decision-making, attention must also be given to postsecondary education since further education beyond high school is required for many careers. Because career decision-making has been initiated, students may also feel that postsecondary educational planning should begin as well. Students may be unaware of how and when to initiate postsecondary choice-making and financial planning. Therefore, the need expressed for financial aid information could be indicative of a more obscured need for students to be assured that decisions regarding financial aid are premature at this level.

III. Program Impact

The general perception of counselor helpfulness by clients with needs for services is probably one of the most positive findings of this study. In each of the surveyed need areas, the counselors had at least a moderate level of impact. The significance of this finding is that the positive effects were observed in spite of the presence of certain conditions and factors which are not conducive to effective guidance and counseling. This might be attributable to other factors whose effects were perceived by counselors and administrators to be very positive. The more favorable influence of these factors tended to offset the negative effects of factors such as caseload and lack of clerical assistance. Six factors were felt to have a very positive effect on the operation of the guidance program: These were (1) clarity of school's goals and policies; (2) support from administration; (3) support from faculty; (4) response and cooperation of students; (5) professional competency of guidance staff; and (6) guidance staff cohesiveness, cooperation, and communication.

There is one serious concern area, however, regarding the effectiveness of counselors. This concern emerges from a comparison of the level of impact with clients who request help and the level of impact for clients who don't request help. A significant difference exists in the responsiveness of the program to these two groups.

In some cases, the guidance program may be provided on a crises or problem-oriented basis more than on a prevention-basis. The counselors appear to provide services which are helpful in certain need areas as a result of the client's request. When requests are not made, the counselor, according to most clients, have not been helpful.

This problem is significant since the majority of students who have needs in some areas usually do not request help. Counseling services must be preventive and should also reach the reluctant student. Efforts should be made to anticipate client needs and problem areas and to plan and offer activities to all students in accordance with these plans.

Two of the primary activities for preventive guidance and for reaching large numbers of students-- group counseling and providing guidance resource material-- were rated as unsatisfactory in the study. Clearly, greater efforts must be made in expanding the use and quality of these services.

This aspect of the program, like other components, are affected by factors related to program management. Because great demands have been placed on counselors, they lack the time and resources that are required for developmental and preventive counseling.

Conclusion and Recommendations

The findings show that the secondary guidance program is effective with the students that are reached. However, the number of students who are reached by counselors is limited. The program's current level of impact fails to match its level of potential impact in that a large percentage of students who need help are not being reached. This inability of the program to attain maximal effectiveness is due, to a great extent, on insufficient resources (particularly staff and facilities) and time. To improve the program, the following recommendations are being made:

A. Provide additional guidance personnel and clerical staff to relieve the time counselors devote to clerical tasks, thereby allowing more time for providing counseling services to students.

B. Provide adequate facilities for group counseling.

C. Provide an unshared office with adequate space and privacy for each secondary counselor.

D. Conduct a study of the feasibility of computer-assisted counseling or computer-managed counseling to enhance and expand counseling services.

E. Provide adequate space and materials for the establishment and maintenance of a guidance resource library at each secondary site. Students who do not usually ask the counselor for assistance could benefit to a great extent from this type of service.

F. Review the current job activities of counseling staff and eliminate non-counseling duties.

G. Include as a component of program planning and development, the formulation of annual school-level plans for guidance programs based upon objective needs assessment data.

References

Anderson, D. G. et al. Guidance evaluation guidelines - Guidelines for evaluation of counseling guidance programs (1967). Unpublished manuscript. Washington State Board of Education, Olympia, Washington State University, Pullman.

Counselor Educator/Supervisor Task Force (1983). Evaluative criteria for school guidance programs (K to adult). Unpublished manuscript.

Dade County Public Schools. Student Services Management, Bureau of Education, Office of Student Support Programs, Division of Student Services. Miami, Florida, 1983.

Equal Employment Opportunity Commission. "Uniform Guidelines on Employee Selection Procedures." Federal Register, August 25, 1978, 43, 38290 - 38315.

Gibson, R.L. Mitchell, M.H. and Higgins, R.E. Development and management of counseling programs and guidance services. New York: Macmillan Publishing Co., Inc., 1983.

Miller, G. D. ASCA role statement. American School Counselor Association. Leesburg, Virginia, 1981.

Peters, N.J. and Shertzer, B. Guidance program development and management. Columbus, Ohio: Charles E. Merrill Publishing Co., 1974.

Shertzer, B. and Stone S.C. Fundamentals of guidance. Boston: Houghton Mifflin Co., 1971.

APPENDIX A

Tables

TABLE I

ROLES OF SECONDARY COUNSELORS
(Taken from ASCA Role Statement)

Junior High Counselors	Senior High Counselors
* Concentrate efforts (through group guidance, peer facilitators, and teacher in-service training) to smooth the transition for students from the more confining environment of the lower school to the middle or junior high school where students are expected to assume greater responsibility for their own learning and personal development.	* Organize and implement through interested teachers, guidance curricula interventions that focus upon important developmental concerns of adolescents (identity, career choice and planning, social relationships, and so forth).
* Identify, encourage, and support teachers (through in-service training, consultation, and co-teaching) who are interested in incorporating developmental units in such curriculum areas as English, Social Studies, Health, and Home Economics.	* Organize and make available comprehensive information systems (print, computer-based, audio-visual) necessary for educational-vocational planning and decision making.
* Organize and implement a career guidance program for students that includes an assessment of their career maturity and career-planning status; easy access to relevant career information; and assistance with processing data for personal use in school-work related decision making.	* Assist students with assessment of personal characteristics (e.g., competencies, interests, aptitudes, needs, career maturity) for personal use in such areas as course selection, post-high-school planning, and career choices.
	* Provide remedial interventions or alternative programs for those students showing inschool adjustment problems, vocational immaturity, or general negative attitudes toward personal growth.

TABLE 2

STATUS OF GUIDANCE ACTIVITIES (COUNSELOR DATA)

CATEGORY: ORIENTATION

	JUNIOR HIGH	SENIOR HIGH
1. Organizing and conducting orientation activities for new students (11).	++	+
2. Planning and conducting orientation activities for all new students entering a new grade (44).	++	+

++ Definitely not an area of concern.

\+ Probably not an area of concern.

\- An area of concern.

\- - A serious area of concern.

TABLE 3

COUNSELOR RATINGS ON STATUS OF GUIDANCE ACTIVITIES

CATEGORY: GUIDANCE AND INFORMATION-GIVING

	JUNIOR HIGH	SENIOR HIGH
1. Providing information services for parents, teachers and students on financial aid and scholarships (14).	+	++
2. Establishing and maintaining a guidance materials resource center for staff and students (15).	-	-
3. Gathering and maintaining information on postsecondary institutions (18).	++	++
4. Organizing and conducting activities on substance abuse for students (21).	+	- -
5. Disseminating pertinent literature on substance abuse (22).	++	- -
6. Providing resource material in study skills (25).	+	- -
7. Processing class changes and withdrawals (31).	++	++
8. Providing information services for parents, teachers, and students regarding post-secondary education opportunities (34).	++	++

TABLE 3 (CONTINUED)

STATUS OF GUIDANCE ACTIVITIES - (COUNSELOR DATA)

CATEGORY: GUIDANCE AND INFORMATION

		JUNIOR HIGH	SENIOR HIGH
9.	Providing student activities for self-awareness (35).	+	- -
10.	Assisting students in course selection (38).	++	++

++ Definitely not an area of concern.

+ Probably not an area of concern.

- An area of concern.

- - A serious area of concern.

TABLE 4

STATUS OF GUIDANCE ACTIVITIES (COUNSELOR DATA)

CATEGORY: CONSULTATION

	JUNIOR HIGH	SENIOR HIGH
1. Interpreting test results to staff and administration (6).	++	+
2. Assisting parents and teachers in referring students to special schools, programs and community agencies (27).	++	++
3. Assisting teachers with student conferences (28).	++	++
4. Assisting teachers to apply and evaluate counseling techniques (29).	-	-
5. Conferring with teachers about an individual student's educational performance of personal behavior (32).	++	++
6. Arranging and conducting conferences with parents concerning progress and/or problem areas of their child (33).	++	++

++ Definitely not an area of concern.

\+ Probably not an area of concern.

\- An area of concern.

\- - A serious area of concern.

TABLE 5

STATUS OF GUIDANCE ACTIVITIES (COUNSELOR DATA)

CATEGORY: COUNSELING

	JUNIOR HIGH	SENIOR HIGH
1. Providing activities/counseling to assist students in positive personal growth/ development (1).	++	- -
2. Providing academic counseling to help students (2).	++	++
3. Providing activities/counseling to help students develop decision making skills (26).	+	- -
4. Conducting group counseling sessions (37).	-	-
5. Individual counseling (39).	++	+
6. Providing guidance and counseling to handicapped students (43).	++	+

++ Definitely not an area of concern.

\+ Probably not an area of concern.

\- An area of concern.

- - A serious area of concern.

TABLE 6

STATUS OF GUIDANCE ACTIVITIES (COUNSELOR DATA)

CATEGORY: TESTING AND APPRAISAL

	JUNIOR HIGH	SENIOR HIGH
1. Diagnosing students' basic skill deficiencies through testing and observations (5).	++	++
2. Administering standardized tests to groups of students (7).	++	++
3. Administering individual intelligence tests for placement and referral (8).	+	+
4. Administering tests to assess students' vocational aptitudes and interests (10).	-	- -
5. Identifying students with special needs for referral to appropriate resources and agencies (12).	++	+

++ Definitely not an area of concern.

\+ Probably not an area of concern.

\- An area of concern.

- - A serious area of concern.

TABLE 7

STATUS OF GUIDANCE ACTIVITIES (COUNSELOR DATA)

CATEGORY: PLACEMENT AND FOLLOW-UP[1]

	JUNIOR HIGH	SENIOR HIGH
1. Conducting exit interviews for early school leavers (9).	++	+
2. Arranging placement interviews for graduates and dropouts (16).	++	-
3. Conducting follow-up studies of graduates (17).	++	-
4. Working with vocational instructors in achieving placement; consulting with supervisors regarding student work experience; assisting in identifying work experience settings; etc. (4)	++	-

[1]Although these activities are sometimes performed by counselors and placement and followup are included as guidance functions in the Student Services Act, major responsibility for this function has been assigned to occupational and placement specialists.

++ Definitely not an area of concern.

\+ Probably not an area of concern.

\- An area of concern.

\- - A serious area of concern.

TABLE 8

STATUS OF GUIDANCE ACTIVITIES (COUNSELOR DATA)

CATEGORY: CAREER INFORMATION AND PLANNING

	JUNIOR HIGH	SENIOR HIGH
1. Providing activities/counseling to assist students in making appropriate occupational choices (3).	++	+
2. Developing and maintaining career information (13).	++	-
3. Organizing and conducting career development activities (30).	++	+
4. Providing student activities for career awareness (36).	++	-
5. Developing career plans for students (40).	++	-
6. Annually reviewing and updating students' career plans (41).	++	-

++ Definitely not an area of concern.

\+ Probably not an area of concern.

\- An area of concern.

\- - A serious area of concern.

TABLE 9

STATUS OF GUIDANCE ACTIVITIES (COUNSELOR DATA)

CATEGORY: RESEARCH AND PROGRAM DEVELOPMENT

	JUNIOR HIGH	SENIOR HIGH
1. Conducting curriculum needs assessments and evaluating the current curriculum delivery system (19).	+	++
2. Collecting, analyzing, and interpreting data concerning career guidance objectives (23).	++	-
3. Attending district/regional/state-sponsored training and inservice programs (24).	+	+
4. Working with staffs from feeder schools to plan and implement articulation activities (42).	++	++
5. Surveying students' needs and interests (45).	- -	- -

++ Definitely not an area of concern.

\+ Probably not an area of concern.

\- An area of concern.

- - A serious area of concern.

TABLE 10

STATUS OF GUIDANCE ACTIVITIES (ADMINISTRATOR DATA)

CATEGORY: ORIENTATION

	STATUS
1. Organizing and conducting orientation activities for new students (11).	+
2. Planning and conducting orientation activities for all new students entering a new grade (44).	++

++ Definitely not an area of concern.

+ Probably not an area of concern.

- An area of concern.

- - A serious area of concern.

TABLE 11

STATUS OF GUIDANCE ACTIVITIES (ADMINISTRATOR DATA)

CATEGORY: GUIDANCE AND INFORMATION-GIVING

	STATUS
1. Providing information services for parents, teachers and students on financial aid and scholarships (14).	++
2. Establishing and maintaining a guidance materials resource center for staff and students (15).	- -
3. Gathering and maintaining information on postsecondary institutions (18).	++
4. Organizing and conducting activities on substance abuse for students (21).	-
5. Disseminating pertinent literature on substance abuse (22).	+
6. Providing resource material in study skills (25).	-

++ Definitely not an area of concern.

\+ Probably not an area of concern.

\- An area of concern.

\- - A serious area of concern.

TABLE 11 (CONTINUED)

STATUS OF GUIDANCE ACTIVITIES (ADMINISTRATOR DATA)

CATEGORY: GUIDANCE AND INFORMATION-GIVING

		STATUS
7.	Processing class changes and withdrawals (31).	++
8.	Providing information services for parents, teachers, and students regarding post-secondary education opportunities (34).	++
9.	Providing student activities for self-awareness (35).	+
10.	Assisting students in course selection (38).	++

++ Definitely not an area of concern.

\+ Probably not an area of concern.

\- An area of concern.

\- - A serious area of concern.

TABLE 12

STATUS OF GUIDANCE ACTIVITIES (ADMINISTRATOR DATA)

CATEGORY: CONSULTATION

	STATUS
1. Interpreting test results to staff and administration (6).	+
2. Assisting parents and teachers in referring students to special schools, programs and community agencies (27).	++
3. Assisting teachers with student conferences (28).	++
4. Assisting teachers to apply and evaluate counseling techniques (29).	+
5. Conferring with teachers about an individual student's educational performance or personal behavior (32).	++
6. Arranging and conducting conferences with parents concerning progress and/or problem areas of their child (33).	+

++ Definitely not an area of concern.

\+ Probably not an area of concern.

_ An area of concern.

\- - A serious area of concern.

TABLE 13

STATUS OF GUIDANCE ACTIVITIES (ADMINISTRATOR DATA)

CATEGORY: COUNSELING

	STATUS
1. Providing activities/counseling to assist students in positive personal growth/development (1).	+
2. Providing academic counseling and advisement to students (2).	++
3. Providing activities/counseling to help students develop decision making skills (26).	-
4. Conducting group counseling sessions (37).	- -
5. Individual counseling (39).	++
6. Providing guidance and counseling to handicapped students (43).	++

++ Definitely not an area of concern.

+ Probably not an area of concern.

- An area of concern.

- - A serious area of concern.

TABLE 14

STATUS OF GUIDANCE ACTIVITIES (ADMINISTRATOR DATA)

CATEGORY: TESTING AND APPRAISAL

	RATING
1. Diagnosing students' basic skill deficiencies through testing and observations (5).	++
2. Administering standardized tests to groups of students (7).	++
3. Administering individual intelligence tests for placement and referral (8).	++
4. Administering tests to assess students' vocational aptitudes and interests (10).	- -
5. Identifying students with special needs for referral to appropriate resources and agencies (12).	++

++ Definitely not an area of concern.

\+ Probably not an area of concern.

\- An area of concern.

- - A serious area of concern.

TABLE 15

STATUS OF GUIDANCE ACTIVITIES (ADMINISTRATOR DATA)

CATEGORY: PLACEMENT AND FOLLOW-UP[1]

	STATUS
1. Conducting exit interviews for early school leavers (9).	-
2. Arranging placement interviews for graduates and dropouts (16).	-
3. Conducting follow-up studies of graduates (17).	++
4. Working with vocational instructors in achieving placement; consulting with supervisors regarding student work experience; assisting in identifying work experience settings, etc. (4).	-

[1]Although these activities are sometimes performed by counselors and placement and followup are included as guidance functions in the Student Services Act, major responsibility for this function has been assigned to occupational and placement specialists.

++ Definitely not an area of concern.

\+ Probably not an area of concern.

\- An area of concern.

\- - A serious area of concern.

TABLE 16

STATUS OF GUIDANCE ACTIVITIES (ADMINISTRATOR DATA)

CATEGORY: CAREER INFORMATION AND PLANNING

	STATUS
1. Providing activities/counseling to assist students in making appropriate occupational choices (3).	+
2. Developing and maintaining career information (13).	++
3. Organizing and conducting career development activities (30).	++
4. Providing student activities for career awareness (36).	++
5. Developing career plans for students (40).	++
6. Annually reviewing and updating students' career plans (41).	++

++ Definitely not an area of concern.

\+ Probably not an area of concern.

\- An area of concern.

\- - A serious area of concern.

TABLE 17

STATUS OF GUIDANCE ACTIVITIES (ADMINISTRATOR DATA)

CATEGORY: RESEARCH AND PROGRAM DEVELOPMENT

	STATUS
1. Conducting curriculum needs assessments and evaluating the current curriculum delivery system (19).	++
2. Collecting, analyzing, and interpreting data concerning career guidance objectives (23).	++
3. Attending district/regional/state-sponsored training and inservice program (24).	++
4. Working with staffs from feeder schools to plan and implement articulation activities (42).	++
5. Surveying students' needs and interests (45).	- -

++ Definitely not an area of concern.

\+ Probably not an area of concern.

\- An area of concern.

- - A serious area of concern.

TABLE 18

STUDENT NEED AREAS

	OUTCOME AREA	PERCENTAGE OF STUDENTS INDICATING A NEED	
		Junior High	Senior High
1.	Understanding your abilities interests, and other characteristics.	33 *	45 *
2.	Understanding, accepting & liking yourself better.	22	18
3.	Setting your goals in life.	41 *	51 *
4.	Understanding adults better.	39 *	25
5.	Becoming more accepting of others.	30	19
6.	Having someone listen to you when you have problems.	58 *	50 *
7.	Knowing how to get along with your family.	28	21
8.	Having better relationships with other students.	33 *	18
9.	Having better relationships with teachers.	41 *	38 *
10.	Understanding more about the use/abuse of drugs.	15	11
11.	Understanding what you can realistically achieve	41 *	47 *
12.	Learning how to make decisions.	41 *	43 *
13.	Knowing more about high school graduation requirements.	63 *	77 **

TABLE 18 (CONTINUED)

STUDENT NEED AREAS

OUTCOME AREA	PERCENTAGE OF STUDENTS INDICATING A NEED	
	Junior High	Senior High
14. Finding courses which are appropriate to your needs.	58 *	71 **
15. Knowing how to prepare for careers in which you are interested.	54 *	70 **
16. Knowing about financial aid for college or vocational/technical school.	45 *	57 *
17. Becoming more aware of educational alternatives after high school.	44 *	48 *
18. Knowing more about possible careers and the world of work.	53 *	54 *
19. Knowing what jobs are available locally.	47 *	42 *
20. Obtaining parttime and/or summer work.	44 *	39 *

**High Need (Above 66%)
*Moderate Need (33% - 66%)
Low Need (Below 33%)

TABLE 19

TEACHER NEED AREAS

OUTCOME AREA	PERCENTAGE OF TEACHERS INDICATING A NEED
1. Obtaining information concerning one or more of your students.	90% **
2. Obtaining information about careers which are related to your teaching field.	27%
3. Interpreting the information which is recorded on student records.	53% *
4. Interpreting and understanding standardized test results.	44% *
5. Modifying your instructional materials and techniques to meet the needs of students.	27%
6. Obtaining help for students who have behavior problems.	87% **
7. Obtaining help for students who have academic problems.	86% **
8. Obtaining information about the educational opportunities beyond high school which are available in your field.	28%
9. Identifying students in your classes who have special learning handicaps or needs.	74% **
10. Learning how to use test results to plan or modify your teaching.	25%
11. Obtaining help in applying guidance techniques in the classroom.	36% *

**High Need (Above 66%)
*Moderate Need (33% - 66%)
Low Need (Below 33%)

TABLE 20

CROSS-REFERENCE OF STUDENT NEED AREAS WITH RELATED COUNSELOR ACTIVITIES RATED AS ADEQUATE BY 2/3 OF COUNSELORS

(J=Junior High; S=Senior High; T=Total Sample)

J	S	T		
			NEED: Understanding your abilities, interests, and other characteristics	
X	X	X	1.	Providing academic counseling & advisement to students.
			2.	Administering tests to assess students' vocational aptitudes and interests.
X	X	X	3.	Individual counseling.
			NEED: Setting your goals in life.	
X			1.	Providing activities/counseling to help students develop decision making skills.
			2.	Group counseling.
X	X	X	3.	Individual counseling.
X	X	X	4.	Providing activities/counseling to assist students in making appropriate occupational choices.
X			5.	Providing student activities for self-awareness.
			NEED: Understanding adults better.	
			1.	Group counseling.
X	X	X	2.	Individual counseling.
			3.	Establishing & maintaining a guidance materials resource center for staff and students.
			NEED: Having someone listen to you when you have problems.	
X	X	X	1.	Individual counseling.

TABLE 20 (CONTINUED)

CROSS-REFERENCE OF STUDENT NEED AREAS WITH RELATED COUNSELOR ACTIVITIES RATED AS ADEQUATE BY 2/3 OF COUNSELORS

(J=Junior High; S=Senior High; T=Total Sample)

NEED: Having better relationships with teachers.

J	S	T		
___	___	___	1.	Group counseling
X	X	X	2.	Individual counseling.
___	___	___	3.	Establishing & maintain a guidance materials resource center for staff and students.

NEED: Understanding what you can realistically achieve.

J	S	T		
X	X	X	1.	Providing academic counseling & advisement to students.
X	X	X	2.	Providing activities/counseling to assist students in making appropriate occupational choices.
X	X	X	3.	Diagnosing students' basic skill deficiencies through testing & observations.
___	___	___	4.	Administering tests to assess students' vocational aptitudes and interests.
X	___	___	5.	Providing student activities for self-awareness.
___	___	___	6.	Conducting group counseling sessions.
X	X	X	7.	Individual counseling.

NEED: Learning how to make decisions.

J	S	T		
X	___	___	1.	Providing activities/counseling to help students develop decision making skills.

TABLE 20 (CONTINUED)

CROSS-REFERENCE OF STUDENT NEED AREAS WITH RELATED COUNSELOR ACTIVITIES RATED AS ADEQUATE BY 2/3 OF COUNSELORS

(J=Junior High; S=Senior High; T=Total Sample)

NEED: Knowing more about high school graduation requirements.

J	S	T		
			1.	Conducting group counseling.
			2.	Establishing & maintaining a guidance materials resource center for staff and students.
X	X	X	3.	Providing academic counseling & advisement to students.

NEED: Finding courses which are appropriate to your needs.

J	S	T		
X	X	X	1.	Providing academic counseling & advisement to students.
X	X	X	2.	Processing class changes & withdrawals.
X	X	X	3.	Assisting students in course selection.

NEED: Knowing how to prepare for careers in which you are interested.

J	S	T		
X	X	X	1.	Providing academic counseling & advisement to students.
X		X	2.	Developing & maintaining career information.
			3.	Establishing & maintaining a guidance materials resource center for staff & students.
X	X	X	4.	Organizing & conducting career development activities.
X		X	5.	Providing student activities for career awareness.
			6.	Conducting group counseling sessions.
X		X	7.	Developing career plans for students.

TABLE 20 (CONTINUED)

CROSS-REFERENCE OF STUDENT NEED AREAS WITH RELATED COUNSELOR ACTIVITIES RATED AS ADEQUATE BY 2/3 OF COUNSELORS

(J=Junior High; S=Senior High; T=Total Sample)

J	S	T		
NEED: Knowing about financial aid for college or vocational/technical school.				
	X		1.	Providing information services for parents, teachers & students on financial aid and scholarships.
			2.	Establishing & maintaining a guidance resource center for staff and students.
			3.	Conducting group counseling sessions.
NEED: Becoming more aware of educational alternatives after high school.				
			1.	Establishing & maintaining a guidance materials resource center for staff and students.
	X		2.	Gathering & maintaining information on post-secondary institutions.
			3.	Conducting group counseling sessions.
NEED: Knowing more about possible careers & the world of work.				
X		X	1.	Developing & maintaining career information.
			2.	Establishing & maintaining a guidance materials resource center for staff and students.
X		X	3.	Providing student activities for career awareness.
NEED: Knowing what jobs are available locally.				
X	X	X	1.	

TABLE 20 (CONTINUED)

CROSS-REFERENCE OF STUDENT NEED AREAS WITH RELATED COUNSELOR ACTIVITIES RATED AS ADEQUATE BY 2/3 OF COUNSELORS

(J=Junior High; S=Senior High; T=Total Sample)

NEED: Obtaining parttime and/or summer work.			
____	____	____	1. Arranging placement interviews for graduates and dropouts.

TABLE 21

CROSS-REFERENCE OF TEACHER NEED AREAS WITH RELATED COUNSELOR ACTIVITIES RATED AS ADEQUATE BY 2/3 OF COUNSELORS

NEED: Obtaining information concerning one or more of your students.

X 1. Conferring with teachers about an individual student's educational performance or personal behavior.

NEED: Interpreting the information which is recorded on student records.

NOT COVERED

NEED: Interpreting and understanding standardized test results.

X 1. Interpreting test results to staff and administration.

NEED: Obtaining help for students who have behavior problems.
Obtaining help for students who have academic problems.

X 1. Identifying students with special needs for referral to appropriate resources and agencies.

X 2. Conferring with teachers about an individual student's educational performance or personal behavior.

NEED: Identifying students in your classes who have special learning handicaps.

X 1. Identifying students with special needs for referral to appropriate resources and agencies.

X 2. Assisting parents & teachers in referring students to special schools, programs and community agencies.

NEED: Obtaining help in applying guidance techniques in the classroom.

___ 1. Assisting teachers to apply & evaluate counseling techniques.

TABLE 22

CONSENSUS RATINGS REGARDING IMPACT OF SCHOOL FACTORS

		COUNSELORS	ADMINISTRATORS
1.	PHYSICAL FACILITIES	-	-
2.	EQUIPMENT/RESOURCE MATERIALS	+	+
3.	CLERICAL ASSISTANCE	-	-
4.	SIZE OF GUIDANCE STAFF	-	-
5.	HOLDING POWER FOR QUALIFIED GUIDANCE STAFF	+	+
6.	CLARITY OF SCHOOL GOALS AND POLICIES	+	+
7.	FACULTY CONCURRENCE WITH GUIDANCE GOALS POLICIES	+	+
8.	CLARITY OF GUIDANCE STAFF ROLES	+	+
9.	SUPPORT FROM ADMINISTRATION	+	+
10.	SUPPORT FROM FACULTY	+	+
11.	RESPONSE/COOPERATION OF STUDENTS	+	+
12.	GUIDANCE STAFF DEVELOPMENT/TRAINING	+	+
13.	GUIDANCE BUDGET	+	+
14.	IDENTIFICATION OF SUPPORT DATA TO STIMULATE DEVELOPMENT	+	+
15.	PROFESSIONAL COMPETENCY OF GUIDANCE STAFF	+	+
16.	GUIDANCE STAFF COHESIVENESS, COOPERATION AND COMMUNICATION	+	+
17.	COMMUNITY SUPPORT AND INTEREST	+	+
18.	DISTRICT-LEVEL COORDINATION AND LEADER-SHIP	+	+

+ Satisfactory - Unsatisfactory

TABLE 23

PERCENTAGE OF STUDENTS WITH A NEED WHO WERE HELPED BY A COUNSELOR

	Need Area	% of Students Helped
1.	Understanding abilities, interest, etc.	74
2.	Understanding self	63
3.	Setting Goals	54
4.	Understanding adults	45
5.	Accepting others	52
6.	Having someone listen	59
7.	Getting along with family	56
8.	Better relationships with other students	51
9.	Learning about use/abuse of drugs	63
10.	Learning about use/abuse of drugs	54
11.	Learning what can be realistically achieved	57
12.	Making decisions	58
13.	Graduation requirements	65
14.	Finding courses	64
15.	Preparing for careers	53
16.	Financial aid	44
17.	Post-secondary education alternatives	53
18.	World of work	49
19.	Availability of jobs	35
20.	Obtaining work	46

TABLE 24

PERCENTAGE OF TEACHERS WITH A NEED WHO WERE HELPED BY A COUNSELOR

	Need Areas	% of Teachers Helped
1.	Obtaining information on students	92
2.	Obtaining information on careers	66
3.	Interpreting information on students' records	87
4.	Interpreting test information	85
5.	Modifying instruction	44
6.	Obtaining help for students with behavior problems	83
7.	Obtaining help for students with academic problems	82
8.	Obtaining information on educational alternatives	71
9.	Identifying special needs students	74
10.	Learning to use test results	67
11.	Applying guidance techniques in the classroom	75

TABLE 25

PERCENTAGES OF STUDENTS WITH A NEED WHO DID NOT REQUEST HELP

	Need Area	% Students Who Did Not Request Help
1.	Understanding abilities, interests, etc.	41
2.	Understanding self	67
3.	Setting Goals	61
4.	Understanding adults	69
5.	Accepting others	65
6.	Having someone listen	49
7.	Getting along with family	74
8.	Better relationships with other students	60
9.	Better relationships with teachers	43
10.	Learning about use/abuse of drugs	61
11.	Learning what can be realistically achieved	52
12.	Making decisions	53
13.	Graduation requirements	45
14.	Finding courses	42
16.	Financial aid	62
17.	Post-secondary education alternatives	61
18.	World of work	63
19.	Availability of jobs	72
20.	Obtaining work	69

TABLE 26

PERCENTAGES OF TEACHERS WITH A NEED WHO DID NOT REQUEST HELP

	Need Area	% Teachers Who Did Not Request Help
1.	Obtaining information on students	2
2.	Obtaining information on careers	25
3.	Interpreting information on students' records	5
4.	Interpreting test information	11
5.	Modifying instruction	45
6.	Obtaining help for students with behavior problems	4
7.	Obtaining help for students with academic problems	3
8.	Obtaining information on educational alternatives	17
9.	Identifying special needs students	11
10.	Learning to use test results	30
11.	Applying guidance techniques in the classroom	18

TABLE 27

STATUS OF DCPS SECONDARY GUIDANCE PROGRAM ON EVALUATIVE CRITERIA
Components of the Guidance Program

Not A Concern	Concern Area	Criterion
X		Administrative, guidance & instructional staff members regard guidance an an integral part of the educational program and as a cooperative venture in Which each has well defined responsibilities.
X		Orientation of students to new situations and guidance for students leaving school are integral aspects of the guidance program.
X		The guidance program shall incorporate consultations with school personnel, parents, and community members.
	X	A planned sequence of activities, designed to assist students in developing self-understanding, self-acceptance, and effective interpersonal skills, is operational.
X		Students are assisted in developing a knowledge of the world of work & leisure through career awareness & career exploration activities.
X		Students are involved in sequential activities related to life-career planning and decision making, including personal decision making, educational planning, and vocational planning.
X		Guidance provides placement services and financial aid information for students.
	X	Guidance provides assistance to instructional staff in understanding student needs.
X		There shall be effective referral procedures with agencies offering specialized services to students/clients.
X		There shall be an effective working relationship with the general public, and with agencies offering specialized services to students.

TABLE 28

STATUS OF DCPS SECONDARY GUIDANCE PROGRAM ON EVALUATIVE CRITERIA
Management of the Guidance Program

Not A Concern	Concern Area	Criterion
	X	Guidance personnel shall be available in sufficient quantity and kind to deliver a comprehensive guidance program.
	X	Guidance personnel will have performance responsibilities which will result in effective relationships with students, teachers, parents, and community members.
X		The counselor & occupational specialist shall be certified according to the standards as set by the state department of education.
*	*	The guidance program is conducted in accordance with Florida statutes, state board of education rules, local school board policy, and the current APGA code of ethnics.
	X	Clerical assistance shall be provided to insure the effective implementation of the school guidance program.
*	*	When utilized in the delivery of guidance services, paraprofessionals shall work under the supervision of guidance personnel.
	X	There shall be adequate facilities, equipment, materials and budget to carry out the guidance program.
X		There shall be provisions for ongoing professional development of each guidance staff member.
*	*	Guidance program shall be evaluated on the basis of established objectives.

* Cannot determine from data.

APPENDIX B

Figures

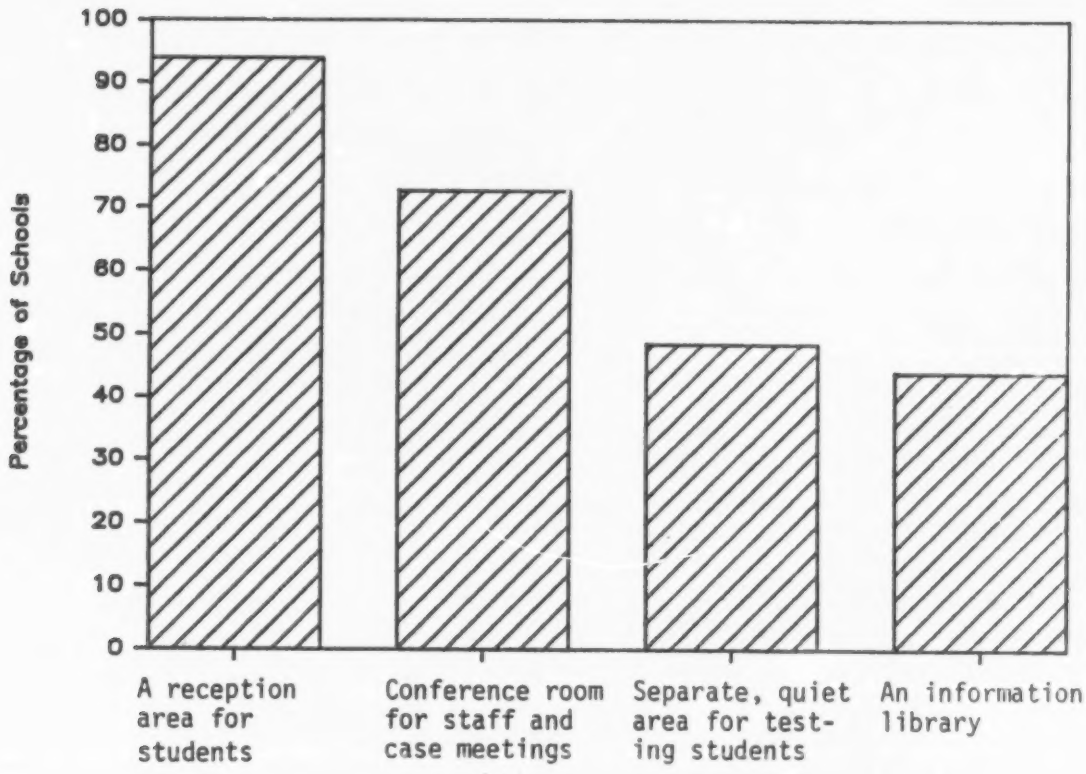

Figure 1. Percentage of schools with selected facilities for guidance and counseling.

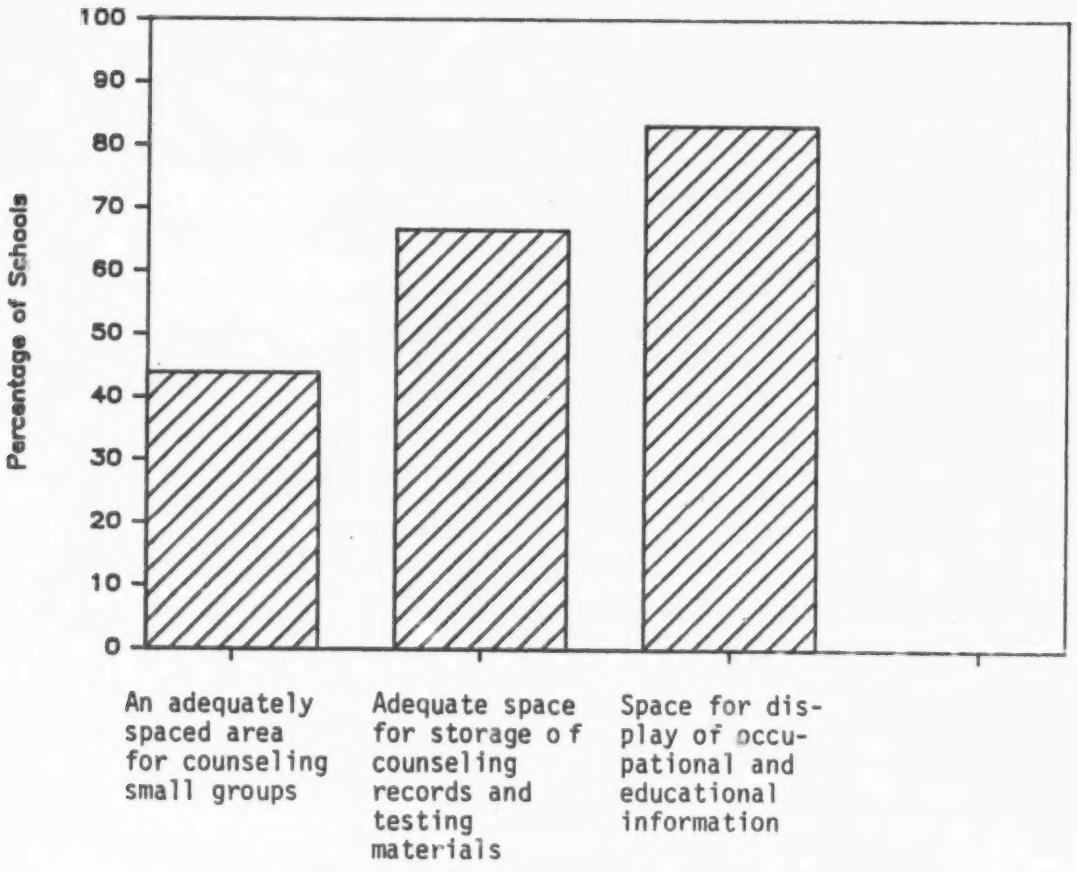

Figure 1 continued. Percentage of schools with selected facilities for guidance and counseling.

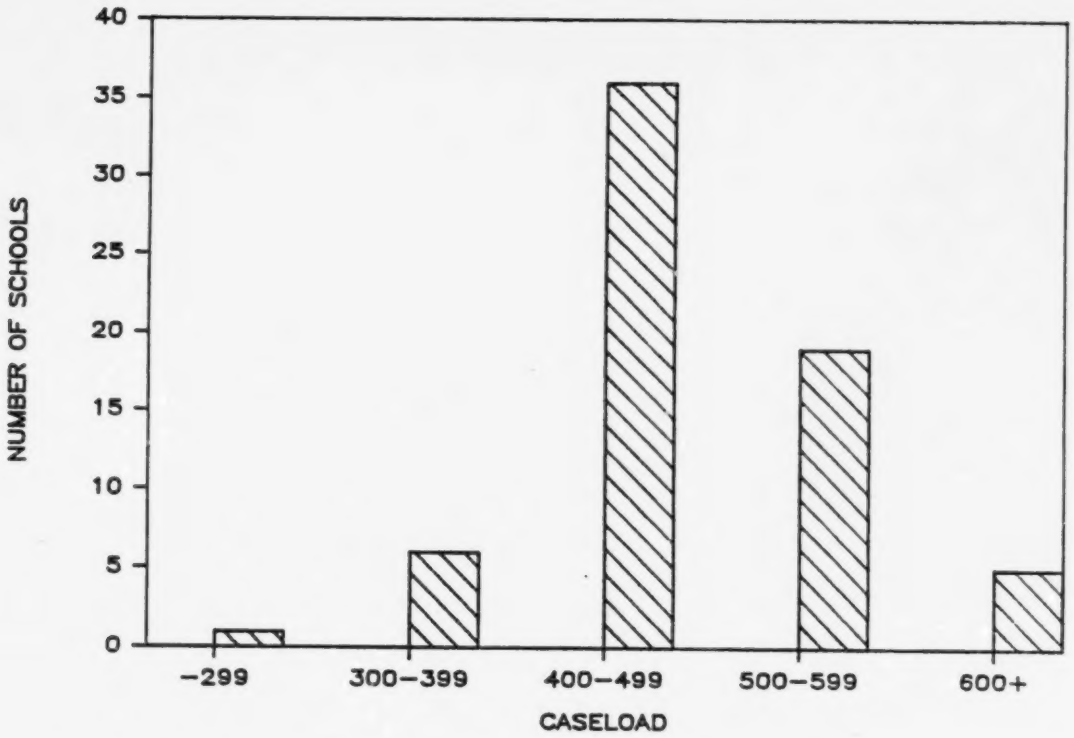

Figure 2. Distribution of the average student caseload for counselors in the secondary schools.

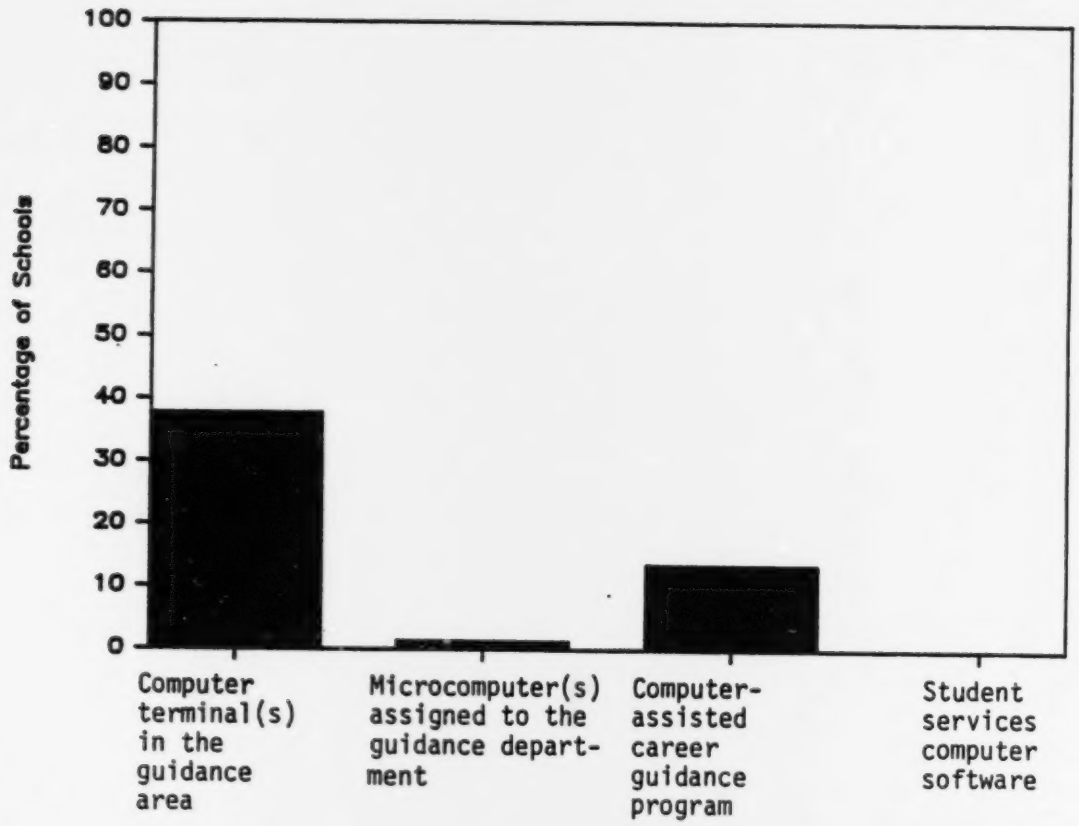

Figure 3. Percentage of schools with selected computer equipment and materials for use in guidance and counseling.

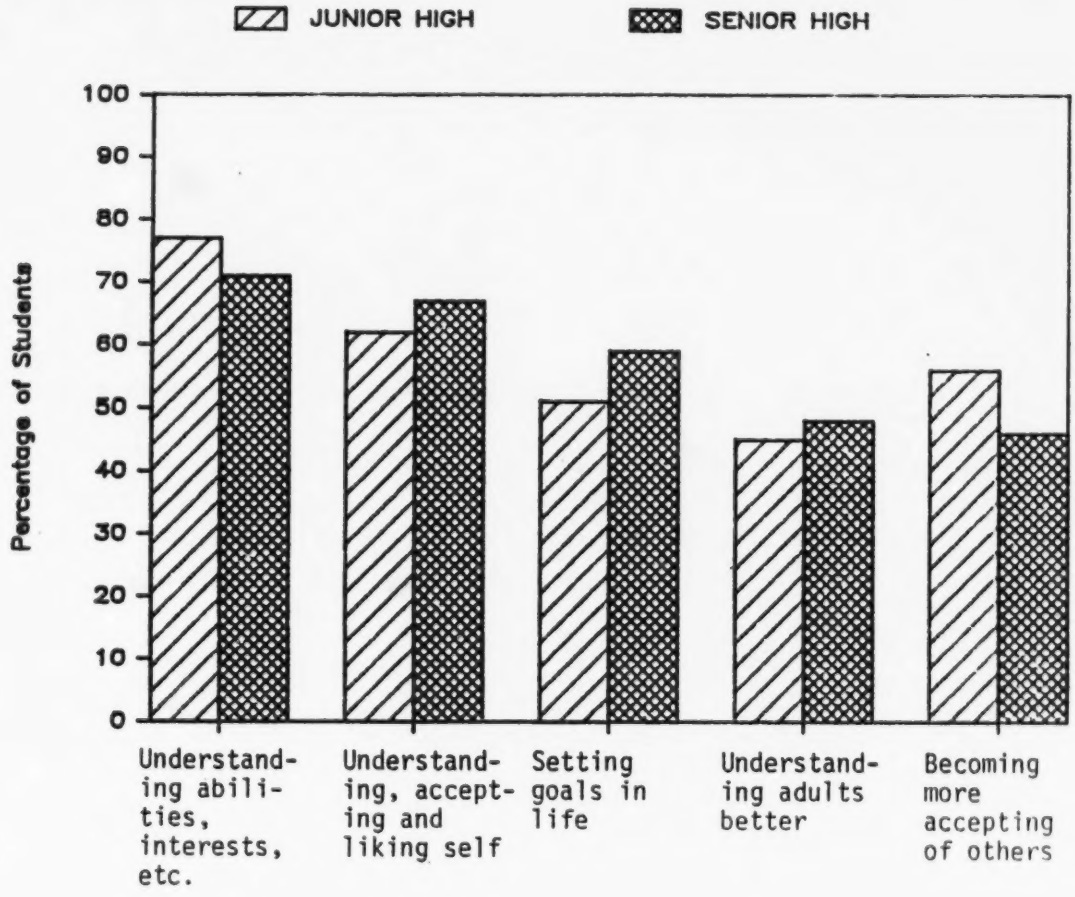

Figure 4. A junior high vs. senior high comparison of the percentage of students helped by a counselor

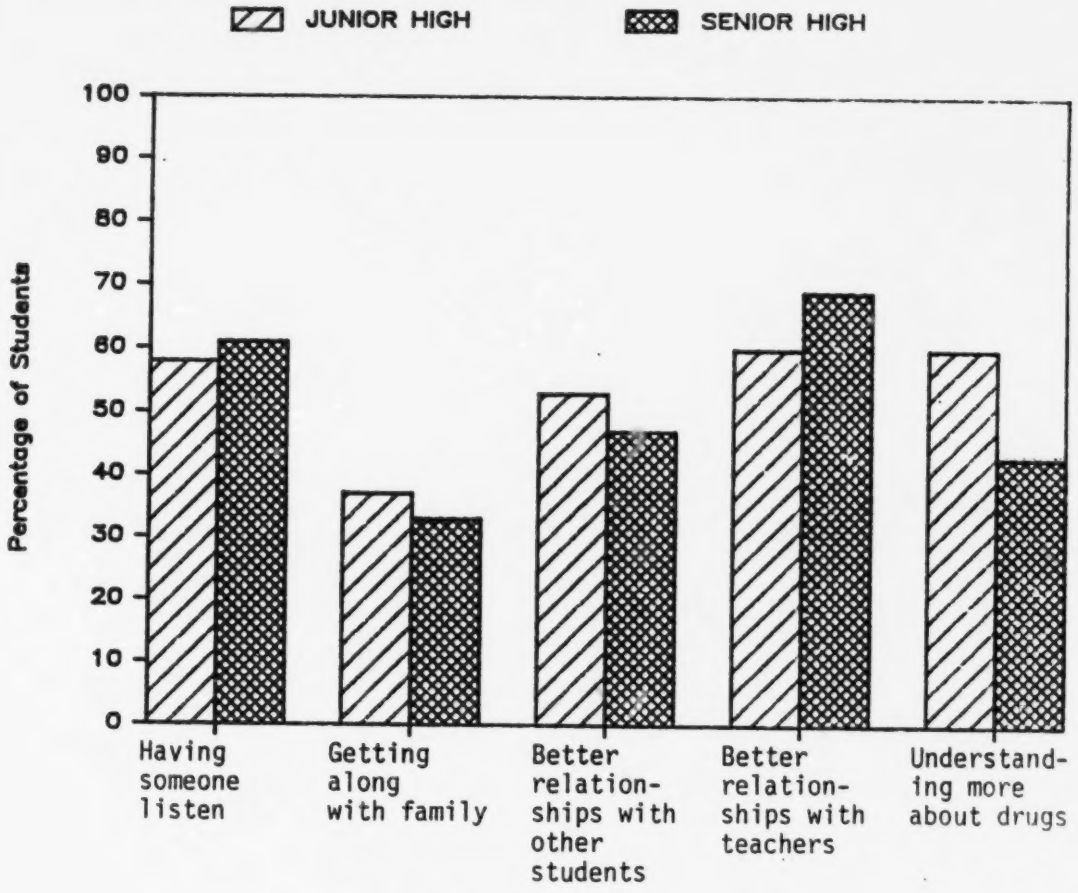

Figure 4 continued. A junior high vs. senior high comparison of the percentage of students helped by a counselor.

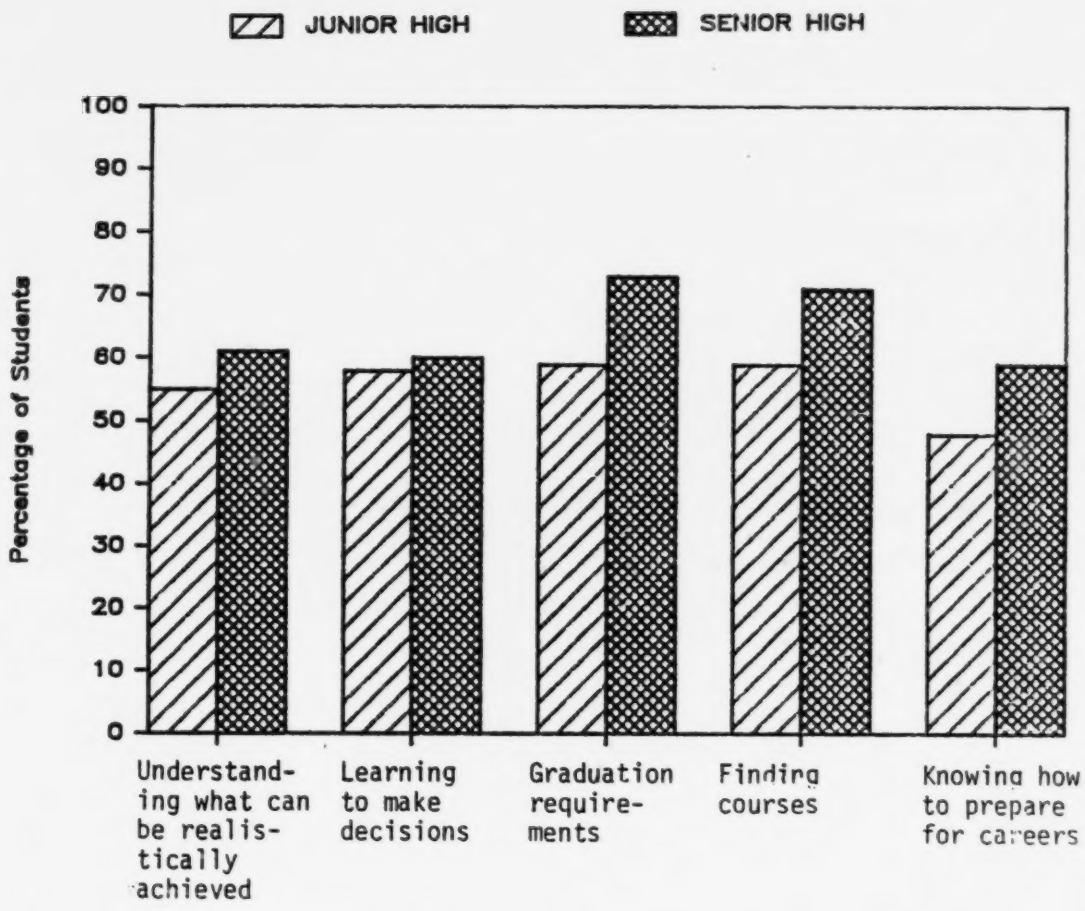

Figure 4 continued. A junior high vs. senior high comparison of the percentage of students helped by a counselor.

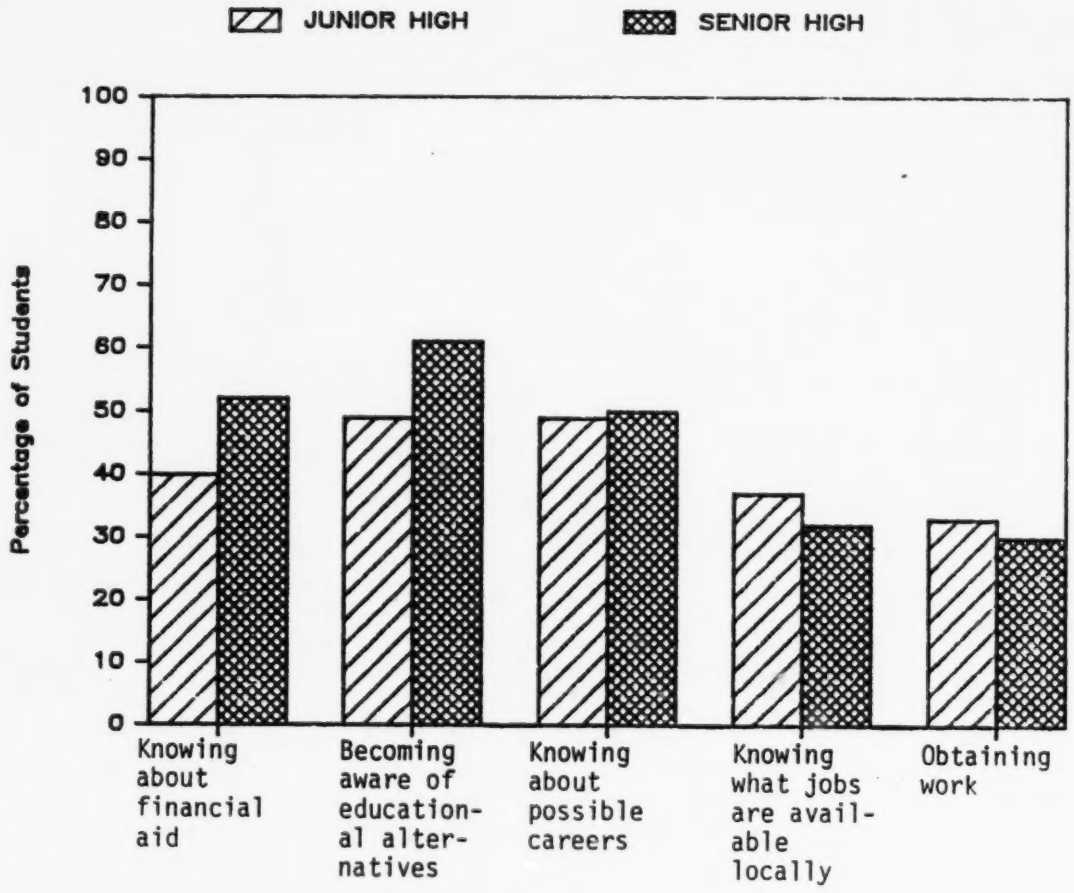

Figure 4 continued. A junior high vs. senior high comparison of the percentage of students helped by a counselor.

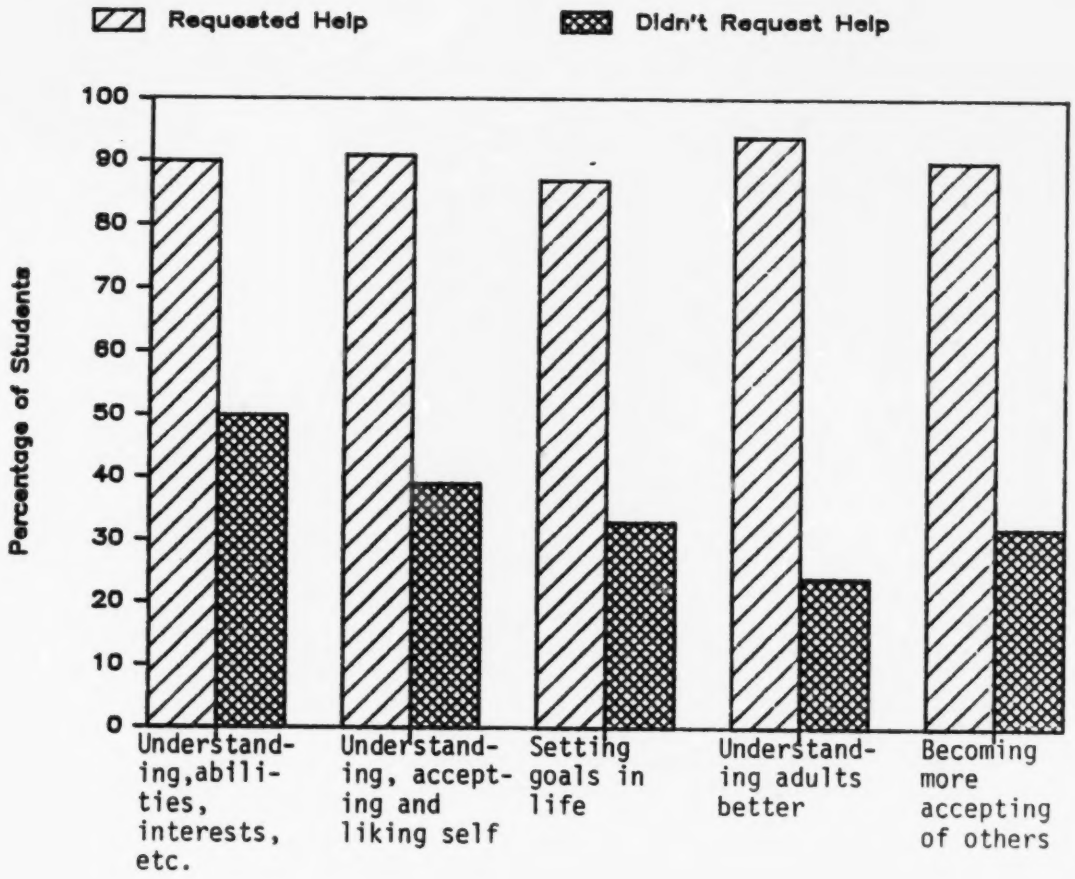

Figure 5. A comparison of the percentage of students helped by a counselor among those who requested help vs. those who did not request help.

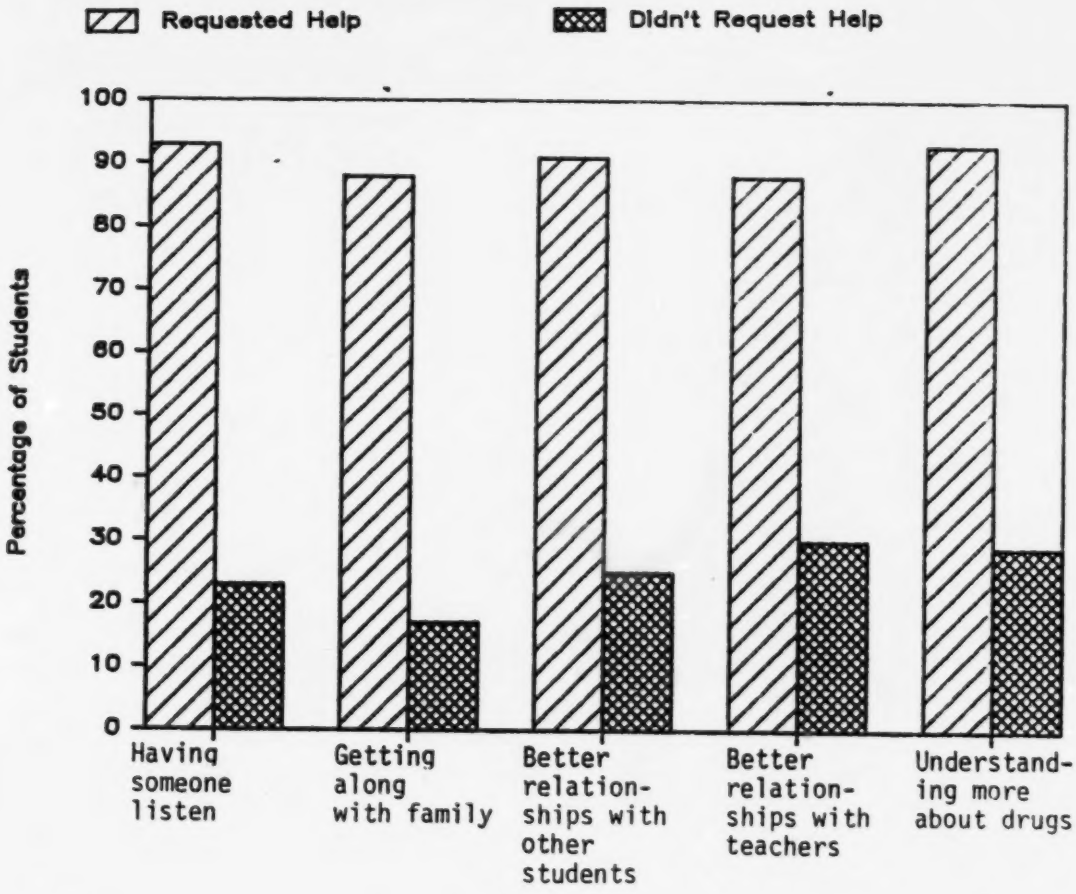

Figure 5 continued. A comparison of the percentage of students helped by a counselor among those who requested help vs. those who did not request help.

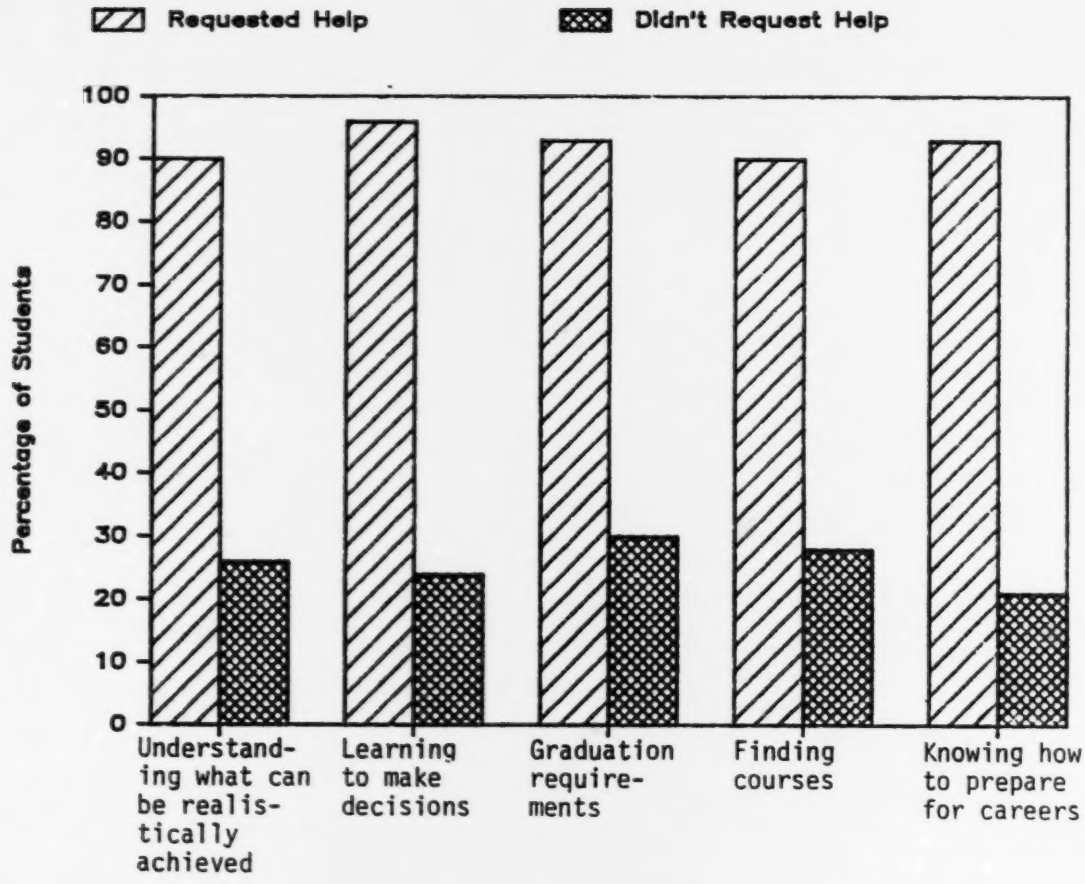

Figure 5 continued. A comparison of the percentage of students helped by a counselor among those who requested help vs. those who did not request help.

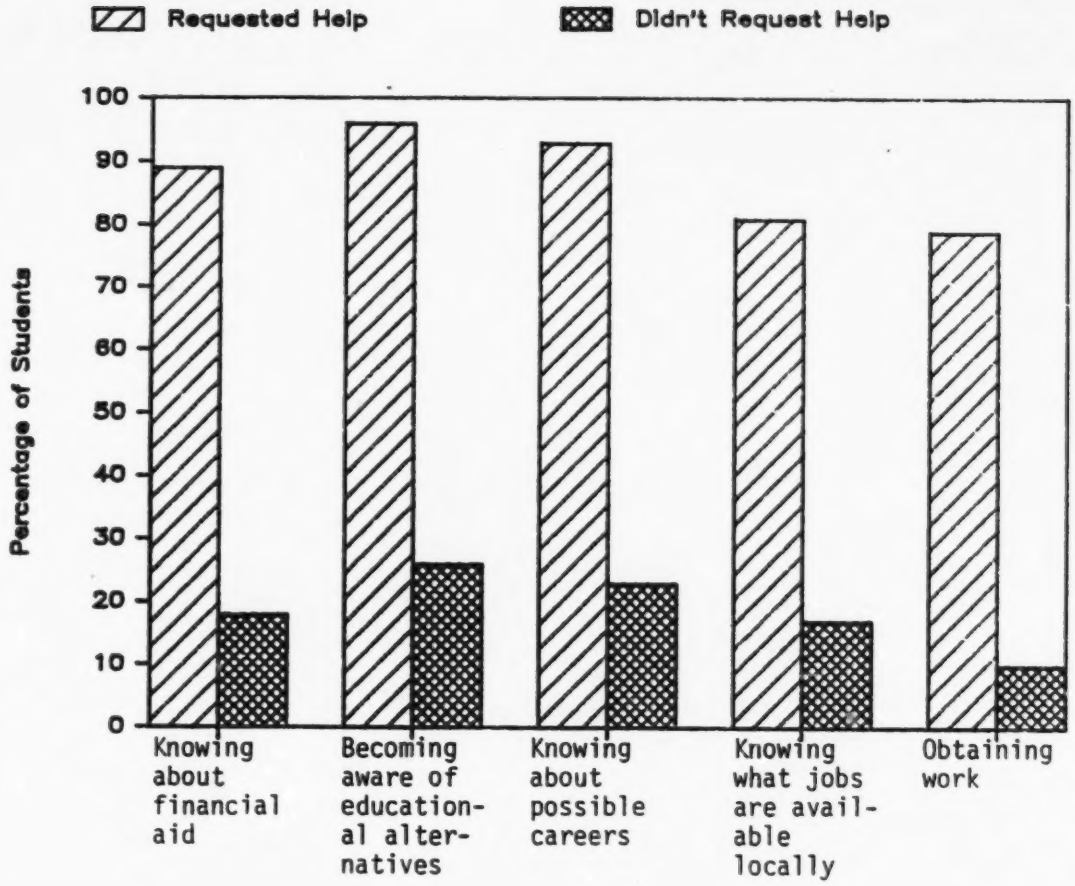

Figure 5 continued. A comparison of the percentage of students helped by a counselor among those who requested help vs. those who did not request help.

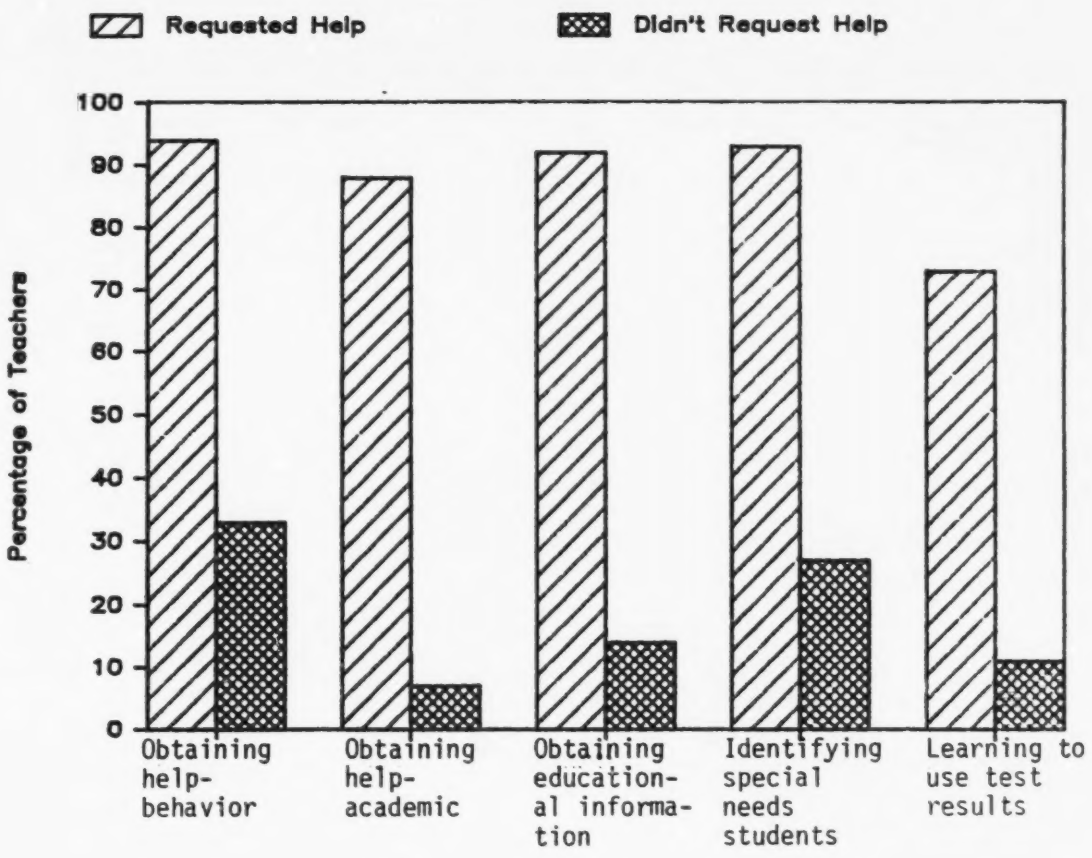

Figure 6. A comparison of the percentage of teachers helped by a counselor among those who requested help vs. those who did not request help.

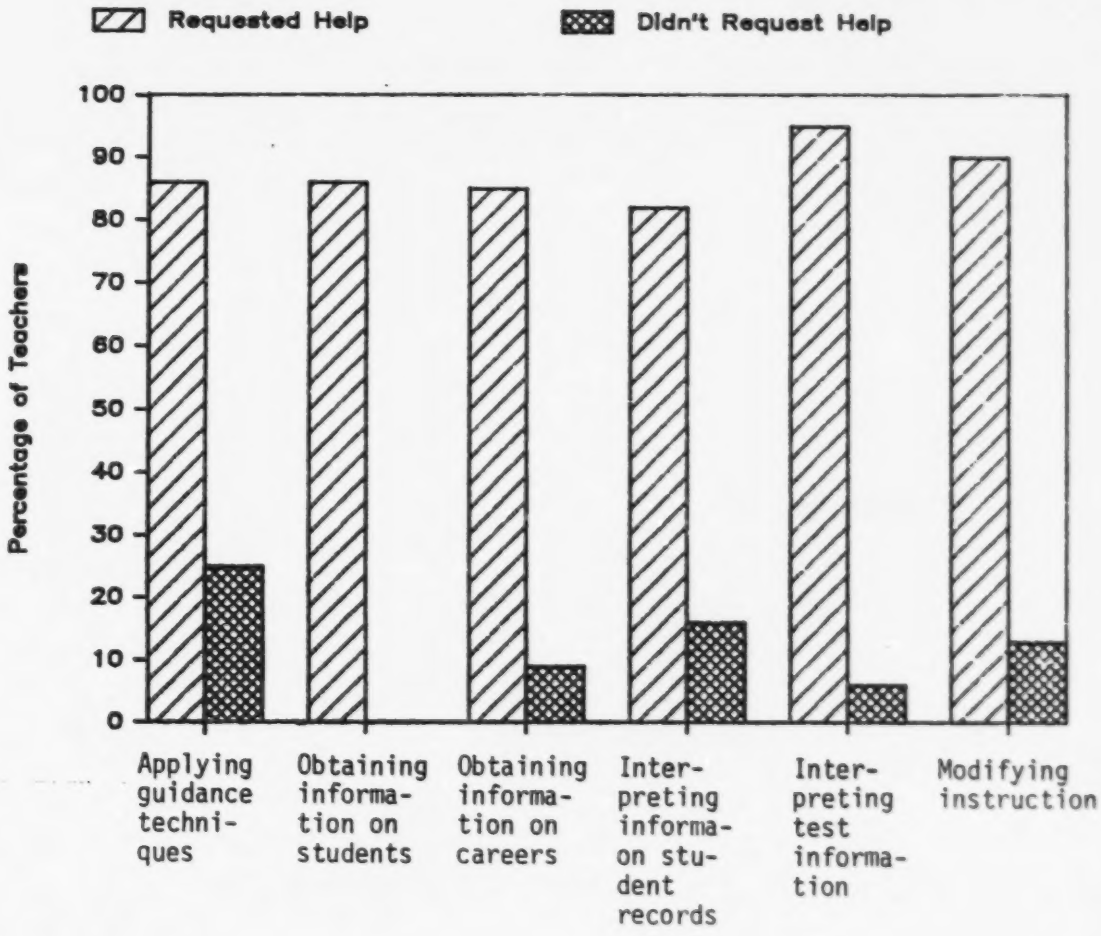

Figure 6 continued. A comparison of the percentage of teachers helped by a counselor among those who requested help vs. those who did not request help.

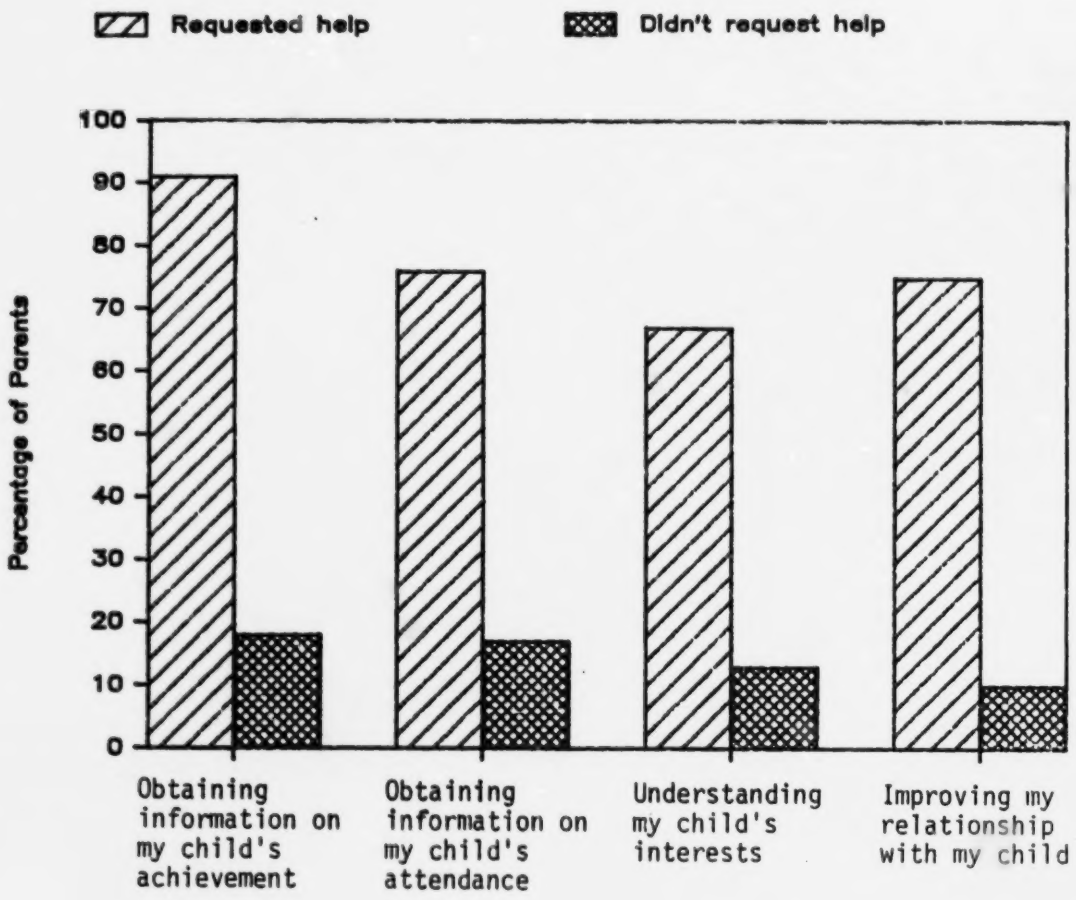

Figure 7. A comparison of the percentage of parents helped by a counselor among those who requested help vs. those who did not request help.

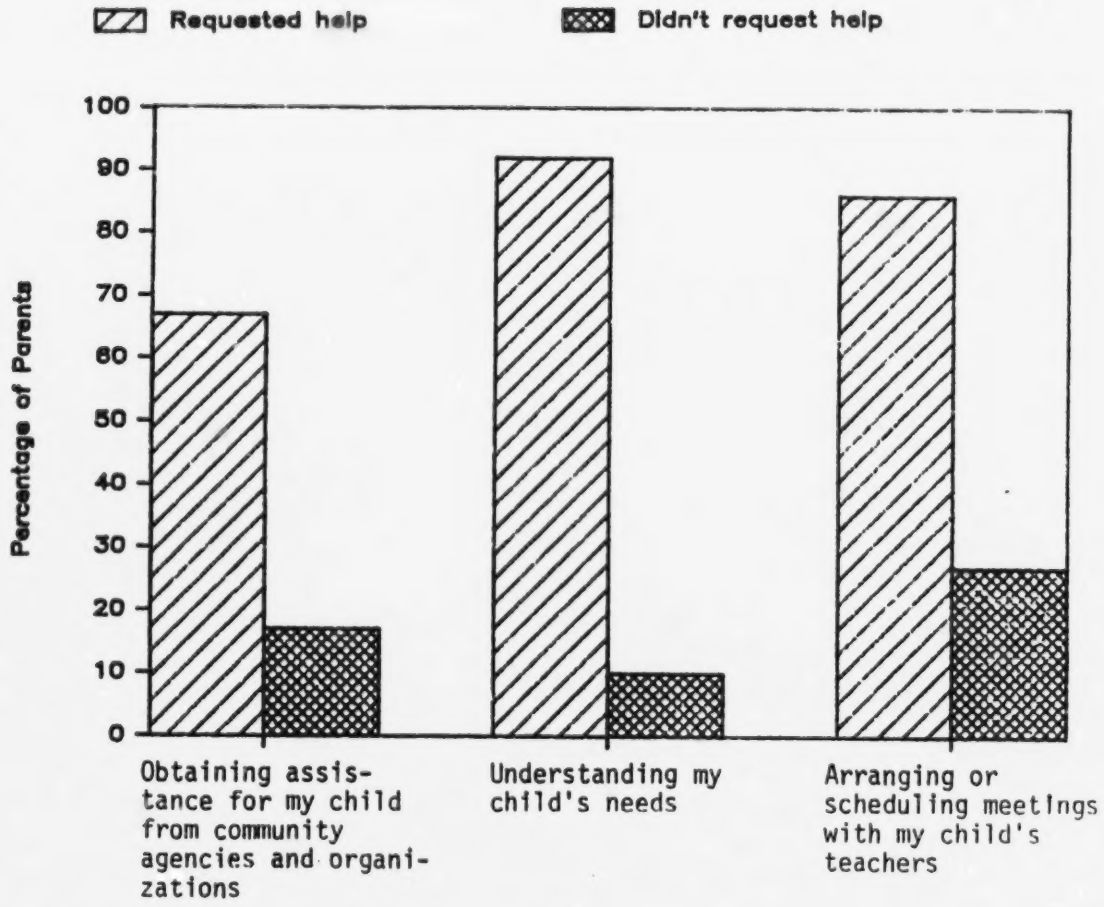

Figure 7 continued. A comparison of the percentage of parents helped by a counselor among those who requested help vs. those who did not request help.

Appendix C

Evaluative Criteria for School Guidance Programs

COMPONENTS OF THE GUIDANCE PROGRAM

A. ADMINISTRATIVE, GUIDANCE AND INSTRUCTIONAL STAFF MEMBERS REGARD GUIDANCE AS AN INTEGRAL PART OF THE EDUCATIONAL PROGRAM AND AS A COOPERATIVE VENTURE IN WHICH EACH HAS WELL DEFINED RESPONSIBILITIES.

Evaluative Criteria Include:

1. A written guidance philosophy is available.
2. Statements which define administrative, guidance, and instructional staff members' roles in the guidance program, are on file.
3. Organizational charts are available.
4. A guidance committee is operational.
5. A guidance program is based upon a written developmental guidance curriculum.
6. Guidance services are incorporated into the total school program.
7. There is evidence of guidance personnel participation in school curriculum development.
8. There is evidence of administrative support for the philosophies, components, and activities of the guidance program.

B. ORIENTATION OF STUDENTS TO NEW SITUATIONS AND GUIDANCE FOR STUDENTS LEAVING SCHOOL ARE INTEGRAL ASPECTS OF THE GUIDANCE PROGRAM.

Evaluative Criteria Include:

1. Evidence of sequential orientation activities.
2. Evidence of orientation materials appropriate to the new situation.
3. Evidence of exit interviews for early school leavers and follow-up services including follow-up surveys at the appropriate levels.
4. Evidence of a student handbook which incorporates the guidance program and the services to students.

C. THE GUIDANCE PROGRAM SHALL INCORPORATE CONSULTATIONS WITH SCHOOL PERSONNEL, PARENTS, AND COMMUNITY MEMBERS.

Evaluative Criteria Include:

1. Appropriate and adequate time is allotted and used effectively by guidance personnel to meet with their respective parents, school personnel and community members.
2. Guidance personnel serve as resource persons to school personnel, parents, and community members regarding intellectual, physical, social, emotional, and Life career planning needs of students.

D. A PLANNED SEQUENCE OF ACTIVITIES, DESIGNED TO ASSIST STUDENTS IN DEVELOPING SELF-UNDERSTANDING, SELF-ACCEPTANCE, AND EFFECTIVE INTERPERSONAL SKILLS, IS OPERATIONAL.

Evaluative Criteria Include:

1. Students participate in a comprehensive, developmental guidance program which includes planned activities at each grade level.

2. There is a written, comprehensive, developmental guidance program on file.

3. Individual and group counseling are provided for students.

4. Students receive appraisal data and assistance in using the data in order to improve their self-understanding, and self-evaluation skills.

5. Materials related to social and emotional growth are available for student use.

6. Cultural and/or individual differences are considered in planning and executing the developmental guidance program.

E. STUDENTS ARE ASSISTED IN DEVELOPING A KNOWLEDGE OF THE WORLD OF WORK AND LEISURE THROUGH CAREER AWARENESS AND CAREER EXPLORATION ACTIVITIES.

Evaluative Criteria Include:

1. Students will increase their career and leisure awareness by:

   a. participation in a sequential program incorporating career awareness and/or exploration.

   b. utilization of adequate and appropriate resource materials.

   c. utilization of community resources.

   d. participation in career and/or leisure activities.

F. STUDENTS ARE INVOLVED IN SEQUENTIAL ACTIVITIES RELATED TO LIFE-CAREER PLANNING AND DECISION MAKING, INCLUDING PERSONAL DECISION MAKING, EDUCATIONAL PLANNING, AND VOCATIONAL PLANNING.

Evaluative Criteria Include:

1. Evidence of parental involvement.

2. Evidence of contact with businesses and/or community resources.

3. Evidence of current academic/career information, including minimum graduation requirements, employment trends, etc.

4. Evidence of each student developing a career plan reviewed annually.

5. Evidence that appraisal data have been used with each student in order to assist him/her with career planning and decision making.

G. GUIDANCE PROVIDES PLACEMENT SERVICES AND FINANCIAL AID INFORMATION FOR STUDENTS.

Evaluative Criteria Include:

1. Systematic procedures are used for placement within the school.

2. Systematic procedures are used for placement in part-time and full-time jobs. (S,PS).

3. Current data regarding local, state, and regional employment opportunities are available and used in meeting the needs of students.

4. Providing information to students which will aid them in securing out-of-school placements.

5. There is a working relationship with appropriate personnel (cooperative education instructors, employment personnel, unions, etc.).

6. Procedures have been developed for acquainting students at appropriate levels with financial aid opportunities.

H. GUIDANCE PROVIDES ASSISTANCE TO INSTRUCTIONAL STAFF IN UNDERSTANDING STUDENT NEEDS.

Evaluative Criteria Include:

1. Students needs and interests are surveyed.

2. Findings of individual and group needs and characteristics are shared with staff through orientation of new teachers and inservice with entire staff.

3. Assessment data are routinely provided to teachers and administrators to assist them in curriculum development.

I. THERE SHALL BE EFFECTIVE REFERRAL PROCEDURES WITH AGENCIES OFFERING SPECIALIZED SERVICES TO STUDENTS/CLIENTS.

Evaluative Criteria Include:

1. There is evidence of liaison with agencies, civic groups, educational programs, parents, and school personnel ie. person to person conferences, newsletters, press releases, program publications, use of community resources.

MANAGEMENT OF THE GUIDANCE PROGRAM

A. GUIDANCE PERSONNEL SHALL BE AVAILABLE IN SUFFICIENT QUANTITY AND KIND TO DELIVER A COMPREHENSIVE GUIDANCE PROGRAM.

Evaluative Criteria:

1. There is evidence that students have had access to those services outlined in the comprehensive guidance program.

2. There is evidence that guidance personnel are accessible and respond to student needs within a reasonable period of time.

3. There is evidence that students have participated in a sequence of planned activities provided by the comprehensive guidance program.

B. GUIDANCE PERSONNEL WILL HAVE PERFORMANCE RESPONSIBILITIES WHICH WILL RESULT IN EFFECTIVE RELATIONSHIPS WITH STUDENTS, TEACHERS, PARENTS, AND COMMUNITY MEMBERS.

Evaluative Criteria Include:

1. Job descriptions have been jointly developed by the administration and guidance personnel.

2. There is evidence that guidance personnel are involved with counseling and assisting students having attendance or discipline problems, but not charged with the administration of attendance and discipline.

C. THE COUNSELOR AND OCCUPATIONAL SPECIALIST SHALL BE CERTIFIED ACCORDING TO THE STANDARDS AS SET BY THE STATE DEPARTMENT OF EDUCATION.

Evaluative Criteria Include:

1. An in-field certificate is on file with the Department of Education for each guidance person employed.

D. THE GUIDANCE PROGRAM IS CONDUCTED IN ACCORDANCE WITH FLORIDA STATUTES, STATE BOARD OF EDUCATION RULES, LOCAL SCHOOL BOARD POLICY, AND THE CURRENT APGA CODE OF ETHICS.

Evaluative Criteria Include:

1. Refer to current appropriate documents as indicated above.

E. CLERICAL ASSISTANCE SHALL BE PROVIDED TO INSURE THE EFFECTIVE IMPLEMENTATION OF THE SCHOOL GUIDANCE PROGRAM.

Evaluative Criteria Include:

1. There are designated persons to assist counselors with clerical duties.

F. WHEN UTILIZED IN THE DELIVERY OF GUIDANCE SERVICES, PARAPROFESSIONALS SHALL WORK UNDER THE SUPERVISION OF GUIDANCE PERSONNEL

Evaluative Criteria Include:

1. There are written job descriptions for paraprofessionals.

2. Appropriate staff development training is provided for all paraprofessionals.

G. THERE SHALL BE ADEQUATE FACILITIES, EQUIPMENT, MATERIALS, AND BUDGET TO CARRY OUT THE GUIDANCE PROGRAM.

Evaluative Criteria Include:

1. An office, with a telephone and visual and auditory privacy, is provided for each guidance counselor.

2. Facilities are provided for permanent and itinerant staff to conduct individual and small group activities.

3. The reception area is independent of the administrative area and readily accessible to students.

4. Adequate equipment and materials are accessible to support the guidance program.

5. There is space for display of appropriate materials.

6. There is an identified guidance program budget which includes adequate funding to carry out the stated program.

H. THERE SHALL BE PROVISIONS FOR ONGOING PROFESSIONAL DEVELOPMENT OF EACH GUIDANCE STAFF MEMBER.

Evaluative Criteria Include:

1. Evidence of staff development programs based on identified student, teacher, parent and community needs.

2. Evidence of participation in professional development activities.

I. GUIDANCE PROGRAM SHALL BE EVALUATED ON THE BASIS OF ESTABLISHED OBJECTIVES.

Evaluative Criteria Include:

1. Evidence that evaluation occurs on an annual basis and results are used to provide direction in the planning of the guidance program.

Appendix D

Job Analysis Survey

DADE COUNTY PUBLIC SCHOOLS
GUIDANCE PROGRAM EVALUATION
JOB ANALYSIS SURVEY

This questionnaire is designed to help you describe the major activities of your current job. It lists various tasks performed by Student Services personnel in schools. Please read every statement and rate it as indicated.

PART OF YOUR JOB

Think about each task in terms of its importance, its frequency of occurrence and the amount of time you spend doing it and then rate it overall on the extent to which it constitutes a part of your job. The following categories are used.

x not part of the job; not done

5 very much a part

4 much a part

3 some part

2 a small part

1 a very small part

Read each task and consider the extent to which it is part of your current job. If it is not or you do not perform the task, then circle the "x". If you do perform the task, please circle the number which represents your rating. Consider these examples for a classroom teacher who conducts a daily, brief review of last night's homework with the class and administers a classroom test once a week. Your ratings might look like this:

TASK	NOT DONE	JOB PART
Review homework with class	x	5 4 (3) 2 1
Administer a test	x	5 4 3 (2) 1
Make announcements over PA system	(x)	5 4 3 2 1

Try to rate each task by itself. Remember that your rating is your overall judgment of how much each task is a part if your job in terms of (a) the importance of the task, (b) the frequency of occurrence and (c) the amount of time you spend doing it. Please circle your ratings accurately and clearly in this booklet so that the data processors can reliably record your judgments. If you wish to comment or make remarks about any item, please write them on the last page. Your cooperation is appreciated.

DADE COUNTY PUBLIC SCHOOLS
GUIDANCE PROGRAM EVALUATION
JOB ANALYSIS SURVEY

DO NO WRITE THIS

1. Name and Work Location of School:

_____ |_|_|_|_| 1 -

Please circle O your responses.

2. Ethnicity: 3

White, Non-Hispanic 1

Black, Non-Hispanic 2

Hispanic 3

Asian or Pacific Islander 4

American Indian or Alaskan Native 5

3. Gender: 4

Male 1

Female 2

4. Current Position: (Mark your main one only.) 5

Student Services Chairperson 1

Test Chairperson and Counselor 2

Counselor 3

Occupational Specialist 4

Placement Specialist 5

College Assistance Program Advisor (CAP) 6

PRIDE Specialist 7

SCSI Instructor 8

Other: 9
(Please specify.) _____

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

RATINGS

x not part of the job; not done

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle O Your Ratings		NOT DONE	JOB PART	DO N WRIT IN THIS SPAC
1.	Supervise the day-to-day student services program in a school and the work of student services professional, clerical and student staff.	x	5 4 3 2 1	6
2.	Plan, administer or coordinate articulation activities with feeder schools and orientation programs for parents, faculty and students.	x	5 4 3 2 1	7
3.	Plan, administer or coordinate referrals to specialists, schools, agencies and programs.	x	5 4 3 2 1	8
4.	Plan, administer or coordinate meetings with college representatives, department chairpersons, child study teams, etc.	x	5 4 3 2 1	9
5.	Plan, administer or coordinate assessment and evaluation of the students services program by students, parents, faculty and counselors.	x	5 4 3 2 1	10
6.	Carry out varied administrative services (e.g., attend meetings, prepare school reports, etc.) on behalf of the Principal or Assistant Principal.	x	5 4 3 2 1	11
7.	Organize special programs and events such as Career Fairs, field trips and assemblies.	x	5 4 3 2 1	12
8.	Meet with students to exchange information and help them, through counseling and guidance, to pursue their personal, social, academic and vocational goals.	x	5 4 3 2 1	13
9.	Register new and returning students.	x	5 4 3 2 1	14
10.	Meet with parent(s)/guardian(s) to exchange information, to understand and improve student behavior and to try to resolve student problems.	x	5 4 3 2 1	15
11.	Meet with students in a group to facilitate adjustment to a school, to explain curriculum requirements and choices, extracurricular activities, etc.	x	5 4 3 2 1	16
12.	Coach students in a sport.	x	5 4 3 2 1	17

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

x not part of the job; not done

RATINGS

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle O Your Ratings	NOT DONE	JOB PART	DO NOT WRITE IN THIS SPACE
13. Meet with students in a group to sponsor and oversee an extracurricular activity.	x	5 4 3 2 1	18
14. Teach students as a day substitute.	x	5 4 3 2 1	19
15. Teach coursework on a regular basis.	x	5 4 3 2 1	20
16. Meet with students in a group to teach personal, social or employability skills.	x	5 4 3 2 1	21
17. Counsel students in a group to try to resolve social, personal, attendance or academic problems.	x	5 4 3 2 1	22
18. Counsel students in a group to try to resolve other problems. (Please specify) _____	x	5 4 3 2 1	23
19. Monitor and help with the administration of school testing programs.	x	5 4 3 2 1	24
20. Monitor student behavior in the cafeteria, hallways, parking lot and/or other places at school site.	x	5 4 3 2 1	25
21. Write student passes to control movement.	x	5 4 3 2 1	26
22. Write letters of reference for college entrance, employment, credit, auto insurance or other reasons.	x	5 4 3 2 1	27
23. Write brief paragraphs about course offerings, events and activity programs, routine reports, records, survey questionnaires, etc.	x	5 4 3 2 1	28
24. Write items, review or edit school guidance bulletin.	x	5 4 3 2 1	29
25. Read computer printouts, detect and correct discrepancies between school computer and records and verify accuracy of data.	x	5 4 3 2 1	30
26. Type applications, forms, letters, reports, records and other related documents.	x	5 4 3 2 1	31

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

RATINGS

x not part of the job; not done

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle O Your Ratings	NOT DONE	JOB PART	DO N WRIT IN THIS SPAC
27. File letters, reports, student records and related documents and materials.	x	5 4 3 2 1	32
28. Duplicate or xerox records, forms and materials more than five minutes per day.	x	5 4 3 2 1	33
29. Compile and maintain a log of daily activities, records of conferences with counselees and files on individual counselees.	x	5 4 3 2 1	34
30. Review and evaluate pupil records to determine accuracy of information, eligibility for promotion, deficiencies in course work and academic progress.	x	5 4 3 2 1	35
31. Review and approve individual class schedules or course choices and changes in schedules or courses.	x	5 4 3 2 1	36
32. Conduct interviews and exchange information in person or by telephone with teachers, employers, college representatives, feeder school staff, law enforcement officers, social service agents and others.	x	5 4 3 2 1	37
33. Recruit, screen, train, schedule and direct peer counselors to assist in group counseling sessions.	x	5 4 3 2 1	38
34. Plan, provide or secure prescriptive or remedial services for students referred to the juvenile system for law violations.	x	5 4 3 2 1	39
35. Manage a school center (SCSI) for students who consistently exhibit self-defeating behavior.	x	5 4 3 2 1	40
36. Teach disruptive students how to improve through behavior management programs.	x	5 4 3 2 1	41
37. Coordinate the administration of the school testing programs as Test Chairperson.	x	5 4 3 2 1	42

PLEASE RATE ALL ITEMS. DO NOT OMIT ANY.

x not part of the job; not done

RATINGS

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle O Your Ratings	NOT DONE	JOB PART	DO N WRIT IN THIS SPAC
38. Receive test booklets and answer sheets; count, sort, arrange, check, distribute, collect and store in safe custody.	x	5 4 3 2 1	43
39. Review and interpret test scores for Assistant Principal to improve instruction and curriculum.	x	5 4 3 2 1	44
40. Review and interpret test scores for students, teachers, parents, student services personnel or school officials.	x	5 4 3 2 1	45
41. Administer tests and interpret scores on cognitive measures such as state assessment, vocational, aptitude or diagnostic tests.	x	5 4 3 2 1	46
42. Administer tests and interpret scores on non-cognitive measures such as sociometric tests, job choice measures, interest inventories, personality measures or attitude surveys.	x	5 4 3 2 1	47
43. Administer tests and interpret scores on dexterity or performance tests.	x	5 4 3 2 1	48
44. Administer tests and interpret scores on other tests or measures. (Please specify) _____	x	5 4 3 2 1	49
45. Gather data on and conduct an exit interview with each student leaving school prior to graduation.	x	5 4 3 2 1	50
46. Collect and provide information to students and staff on employment trends, job opportunities and resources, visual aids and materials on careers, etc.	x	5 4 3 2 1	51
47. Visit employers to establish relationship with school, to obtain career materials, and to promote or evaluate job placement of students.	x	5 4 3 2 1	52

PLEASE RATE ALL ITEMS. DO NOT OMIT ANY.

x not part of the job; not done

RATINGS

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle Your Ratings	NOT DONE	JOB PART	DO N WRIT IN THIS SPAC
48. Contact absent students to encourage attendance or assist with alternative educational or job placement plans.	x	5 4 3 2 1	53
49. Conduct summer youth employment program within school.	x	5 4 3 2 1	54
50. Visit and counsel early school leavers at home or on-the-job regarding educational and employment alternatives.	x	5 4 3 2 1	55
51. Coordinate the development of job or career alternatives for exceptional or handicapped students.	x	5 4 3 2 1	56
52. Provide information to students in person or through written or visual material regarding opportunities for employment, wages, hours of work and other related data.	x	5 4 3 2 1	57
53. Provide information to students in person or through written or visual material regarding techniques of job hunting, interview behavior, etc.	x	5 4 3 2 1	58
54. Provide information to students in person or through written or visual material regarding other job/career placement issues. (Please specify) _____	x	5 4 3 2 1	59
55. Obtain and disseminate material and information and advise students on college choices, requirements and costs.	x	5 4 3 2 1	60
56. Help students to secure and complete forms for college admission application, test registration and financial aid and prepare or review completed forms.	x	5 4 3 2 1	61
57. Promote and publicize College Assistance Program services to students, parents, teachers and business/industry resources.	x	5 4 3 2 1	62

PLEASE RATE ALL ITEMS. DO NOT OMIT ANY.

x not part of the job; not done

RATINGS

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle Your Ratings	NOT DONE	JOB PART	DO N WRIT IN THIS SPAC
58. Meet with college representatives to faciliate recruitment and placement of students.	x	5 4 3 2 1	63
59. Consult with pupil study team to help diagnose student needs and prescribe remedies.	x	5 4 3 2 1	64
60. Collaborate with teachers to plan and conduct classroom guidance activities, testing programs, behavior modification program(s) and other related activities.	x	5 4 3 2 1	65
61. Deliver talks to outside groups and agencies about student counseling and guidance needs and issues.	x	5 4 3 2 1	66
62. Visit parent(s) and/or students at home to give counseling and guidance help.	x	5 4 3 2 1	67
63. Collect and analyze facts and data to evaluate results of school-wide testing.	x	5 4 3 2 1	68
64. Collect and analyze facts and data to evaluate college scholarship awards, college entrance applications, or college entrance test performance.	x	5 4 3 2 1	69
65. Collect and analyze facts and data to evaluate early leaver job placements, post graduation school or job placement or follow-up of vocational training students.	x	5 4 3 2 1	70
66. Collect and analyze facts and data to evaluate outcomes of counseling.	x	5 4 3 2 1	71
67. Collect and analyze facts and data to evaluate other research questions. (Please specify) _____	x	5 4 3 2 1	72

PLEASE RATE ALL ITEMS. DO NOT OMIT ANY.

RATINGS

x not part of the job; not done

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle 0 Your Ratings	NOT DONE	JOB PART	DO N WRIT IN THIS SPAC
STUDENT COUNSELING			
TALK WITH STUDENTS AND COUNSEL THEM ON:			
68. attendance in class/school.	x	5 4 3 2 1	73
69. academic performance/grades.	x	5 4 3 2 1	74
70. scheduling.	x	5 4 3 2 1	75
71. special program placement.	x	5 4 3 2 1	76
72. classroom/school misbehavior.	x	5 4 3 2 1	77
73. relationship with others.	x	5 4 3 2 1	78
74. family problems.	x	5 4 3 2 1	79
75. personal problems.	x	5 4 3 2 1	80
76. test performance scores.	x	5 4 3 2 1	81
77. career choices.	x	5 4 3 2 1	82
78. occupational plans.	x	5 4 3 2 1	83
79. educational plans.	x	5 4 3 2 1	84
80. self image.	x	5 4 3 2 1	85
81. health.	x	5 4 3 2 1	86
82. conflicting values or problems with the law.	x	5 4 3 2 1	87
83. sexual conduct or associated problems.	x	5 4 3 2 1	88
84. college choices, applications.	x	5 4 3 2 1	89
85. scholarship/financial aid applications.	x	5 4 3 2 1	90
86. other problems. (Please specify and rate) _____	x	5 4 3 2 1	91

PLEASE RATE ALL ITEMS. DO NOT OMIT ANY.

x not part of the job; not done

RATINGS

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle O Your Ratings	NOT DONE	JOB PART	DO NOT WRITE IN THIS SPACE
PARENT CONFERENCE			
TALK WITH PARENTS ABOUT STUDENT:			
87. attendance.	x	5 4 3 2 1	92
88. grades/academic performance.	x	5 4 3 2 1	93
89. scheduling.	x	5 4 3 2 1	94
90. special program placement.	x	5 4 3 2 1	95
91. classroom/school misbehavior.	x	5 4 3 2 1	96
92. relationships with others.	x	5 4 3 2 1	97
93. family problems and effective parenting.	x	5 4 3 2 1	98
94. personal problems.	x	5 4 3 2 1	99
95. test performance/scores.	x	5 4 3 2 1	100
96. career choices.	x	5 4 3 2 1	101
97. educational plans.	x	5 4 3 2 1	102
98. occupational plans.	x	5 4 3 2 1	103
99. self image.	x	5 4 3 2 1	104
100. health.	x	5 4 3 2 1	105
101. conflicting values or problems with the law.	x	5 4 3 2 1	106
102. sexual conduct or associated problems.	x	5 4 3 2 1	107
103. college choices, applications.	x	5 4 3 2 1	108
104. scholarship/financial aid applications.	x	5 4 3 2 1	109
105. other student problems. (Please specify and rate) _____	x	5 4 3 2 1	110

PART C WORKING CONDITIONS

PLEASE RATE ALL ITEMS. DO NOT OMIT ANY.

Items 106 to 117 below refer to conditions of work. Please rate each item on FREQUENCY or on the scale provided.

FREQUENCY:
5 very frequently
4 frequently
3 sometimes
2 seldom
1 rarely

Circle ○ Your Ratings	Not Done	Frequency	DO NOT WRITE IN THIS SPACE
106. Work at a desk in an office.	x	5 4 3 2 1	111
107. Work out-of-doors, exposed to weather conditions.	x	5 4 3 2 1	112
108. Work nights and weekends.	x	5 4 3 2 1	113
109. Work in a depressed area.	x	5 4 3 2 1	114
110. Work under pressure of time to meet deadlines.	x	5 4 3 2 1	115
111. Work as a member of a team.	x	5 4 3 2 1	116
112. Perform housekeeping duties.	x	5 4 3 2 1	117
113. Load, carry and unload materials.	x	5 4 3 2 1	118
114. Work in conditions of privacy and dignity when interviewing pupils and/or parents.	x	5 4 3 2 1	119
		RATING	
115. How hazardous is your job and/or how disagreeable are your physical working conditions? 5) very much 4) much 3) some 2) a little 1) not at all	x	5 4 3 2 1	120
116. To what extent are your job activities structured? 5) very high structure 4) considerable structure 3) intermediate, some routine and some change 2) limited structure, relatively little routine 1) very low structure, no established routine	x	5 4 3 2 1	121
117. What type of supervision do you receive? 5) close supervision 4) general supervision 3) general direction and guidance 2) nominal direction 1) no supervision	x	5 4 3 2 1	122

A.

JOB ANALYSIS SURVEY - 1983

SCHOOL CODE: |_|_|_|_|

Please use this page to elaborate your answers to the questionnaire items. You are also invited to state any other facts or information which will help to specify your work in Student Personnel services. Your remarks will be used for the purpose of program evaluation only; they will not be used in any personnel action. Your remarks will be treated anonymously, but it would be helpful if your school code is entered (above).

Your cooperation in this survey is appreciated. The information you have provided will help us to evaluate and improve our programs.

REMARKS:

PLEASE RETURN THE QUESTIONNAIRE TO:
DR. LARRY SKURNIK
MAIL CODE 9999 Room 800
OFFICE OF EDUCATIONAL ACCOUNTABILITY

OEA 6-9-83
SKURNIK.8:nmi
FORM/C.O-14

APPENDIX E

INVENTORY OF GUIDANCE FACTORS

Frequencies of Counselors' Responses

DADE COUNTY PUBLIC SCHOOLS

INVENTORY OF GUIDANCE PROGRAM FACTORS

School: _____

Indicate Your Position:
_____Administrator
_____Counselor
_____Occupational/Placement Specialist
_____Other _____

Number of Years At This School: _____

GENERAL DIRECTIONS:

The purpose of this instrument is to assess the impact of various factors and conditions upon the delivery of guidance services as perceived by administrators and guidance staff members. An explanation of these factors appear on the following two pages.

The survey is divided into two sections. Section 1 asks respondents to make judgements on the impact of the various factors by making one of the following ratings:

1. Strong Positive Impact
2. Slight Positive Impact
3. No Impact
4. Slight Negative Impact
5. Strong Negative Impact

In section 2, you are asked to provide supportive information on those factors that you feel negatively impacts your guidance program. You are asked to state why you feel the factor has a negative impact and describe suggestions that might help improve the situation.

Please complete and return the survey by March 23, 1984. Please return the survey by school mail to:

Office of Educational Accountability
Attention: Dr. Connor
Mail Code: 9999, Room 800

THANK YOU.

SUMMARY OF GUIDANCE PROGRAM DEVELOPMENT FACTORS
SECONDARY SCHOOLS

1. Physical Facilities. Structural make-up of the guidance office and its surrounding area; e.g., adequate space allotted for offices, conference room, reception area etc.; offices have visual and auditory privacy; adequate facilities for group and individual counseling; etc. . . .

2. Equipment/Materials. Materials, furnishings, or machines that are needed to support the development and implementation of the guidance program; e.g., books, films, desks, chairs, tape recorders, film projectors, creativity supplies, . . .

3. Clerical Assistance. Secretarial-type help in the form of accounting, bookkeeping, stenography, typing, filing, duplicating materials, are designated to assist counselors with clerical duties. . .

4. Size of Guidance Staff. Number of employed personnel available to develop, implement, and support the guidance program . . .

5. Holding Power for Qualified Staff. Ability to interest and retain competent, certified personnel through satisfactory salaries and/or such factors that are being described in this section . . .

6. Clarity of School's Goals and Policies. Clear, explicit statements (written and verbal) regarding the school's objectives, principles, and plans for action; e.g., handbooks, curriculum guides, . . .

7. Faculty Concurrence with Guidance Goals and Policies. Agreement of faculty with the guidance program's objectives, principles, and plans for action. . .

8. Clarity of Guidance Staff Roles. Clear, explicit understanding (written and/or verbal) concerning the expectations and responsibilities of each guidance staff member . . .

9. Support from Administration. Actions on the part of school administrators which strengthen and uphold the development and implementation of the guidance program; e.g., encouragement, participation during meetings, advocacy for financial funding, . . .

10. Support from Faculty. Actions on the part of the school staff members which strengthen and uphold the development and implementation of the guidance program; e.g., participation during planning meetings, cooperative efforts in the classroom, encouragement, . . .

11. Response/Cooperation from Students. Verbal, written, and nonverbal reactions of students concerning the development and implementation of the guidance program; e.g., participation in small groups, feedback from assessment forms and evaluations, observable behavior changes, . . .

SUMMARY OF GUIDANCE PROGRAM DEVELOPMENT FACTORS (Continued)
SECONDARY SCHOOLS

12. Staff Development/Training. Availability of quality training workshops for guidance personnel, professional educational materials for staff, and local inservice programs . . .

13. Guidance Budget. An identified guidance program budget exists which includes adequate funding to carry out the guidance program. . .

14. Identification of Supportive Data to Stimulate Development. Gathering, assimilating, evaluating, and distributing data which indicates the school's weaknesses and strengths, progress implementing ideas and programs, ability to accomplish tasks and responsibilities . . .

15. Professional Competency of Guidance Staff. Trained personnel who have been certified by the state or other accrediting groups in their areas of specialty; staff members when they work together toward a common goal, and are able to express their own thoughts and feelings to others, and are able to communicate an understanding of others' thoughts and feelings . . .

16. Guidance Staff Cohesiveness, Cooperation, and Communication. Bond that occurs between staff members when they work together toward a common goal, and are able to express their own thoughts and feelings to others, and are able to communicate an understanding of others thoughts and feelings . . .

17. Parental-Community Support and Interest. Actions on the part of community members which strengthen and uphold the development and implementation of the guidance program; e.g., participation during planning meetings, participation in teaching students about careers, . . .

18. District-level Coordination and Leadership. Ability of district administration to provide support/leadership, and organization for local school efforts in developing and implementing a guidance program; e.g., interpretation of reports, funding for special projects, consultation for special needs . . .

PART I

Directions: Listed below are several factors which may have an impact upon the quality of your school's guidance program. For each factor, determine whether it impacts the quality of your guidance program in a positive or negative manner. After making this judgement, place a check ( ) in the appropriate space on the scale below.

FACTOR	THIS FACTOR HAS A... STRONG POSITIVE IMPACT	SLIGHTLY POSITIVE IMPACT	NO IMPACT	SLIGHTLY NEGATIVE IMPACT	STRONG NEGATIVE IMPACT
1. Physical facilities	(26)	(28)	(3)	(22)	(10)
2. Equipment/Resource. Materials	(15)	(44)	(15)	(13)	(2)
3. Clerical assistance	(19)	(26)	(8)	(18)	(18)
4 Size of guidance staff	(21)	(20)	(4)	(22)	(20)
5. Holding power for qualified guidance staff.	(35)	(24)	(20)	(6)	(2)
6. Clarity of school goals and policies	(44)	(32)	(2)	(11)	(0)
7. Faculty concurrence with guidance goals and policies.	(24)	(42)	(9)	(11)	(0)
8. Clarity of guidance staff roles.	(34)	(36)	(4)	(11)	(3)
9. Support from administration	(49)	(23)	(2)	(12)	(2)
10. Support from faculty	(28)	(51)	(3)	(6)	(1)
11. Response/Cooperation of students.	(42)	(38)	(7)	(1)	(0)
12. Guidance staff development/training	(35)	(31)	(15)	(4)	(2)
13. Guidance Budget.	(10)	(20)	(30)	(14)	(11)

PART I (continued)

FACTOR	THIS FACTOR HAS A... STRONG POSITIVE IMPACT	SLIGHTLY POSITIVE IMPACT	NO IMPACT	SLIGHTLY NEGATIVE IMPACT	STRONG NEGATIVE IMPACT
14. Identification of supportive data to stimulate development.	(17)	(36)	(23)	(7)	(2)
15. Professional competency of guidance staff.	(63)	(20)	(0)	(1)	(2)
16. Guidance staff cohesiveness, cooperation and communication.	(57)	(22)	(2)	(5)	(3)
17. Community support and interest	(24)	(42)	(13)	(7)	(1)
18. District-level coordination and leadership.	(19)	(38)	(24)	(4)	(2)
19. Other. Specify _____	( )	( )	( )	( )	( )
20. Other. Specify _____	( )	( )	( )	( )	( )

PART II

Directions: For each factor that you feel impacts NEGATIVELY upon your school's guidance program, please indicate (1) the reason the factor interferes with effective implementation of the guidance program and (2) suggestions for improvement.

FACTOR	REASON(S) WHY THE FACTOR IMPACTS NEGATIVELY OR POTENTIAL CAUSES	SPECIFIC SUGGESTIONS FOR MAKING THE FACTOR MORE SUPPORTIVE OF THE GUIDANCE PROGRAM
1. Physical Facilities		
2. Equipment/Resource Materials		
3. Clerical Assistance		
4. Size of guidance staff		
5. Holding power of guidance staff		
6. Clarity of guidance goals and policies		
7. Faculty concurrence with guidance goals and policies		

PART II (Continued)

FACTOR	REASON(S) WHY THE FACTOR IMPACTS NEGATIVELY OR POTENTIAL CAUSES	SPECIFIC SUGGESTIONS FOR MAKING THE FACTOR MORE SUPPORTIVE OF THE GUIDANCE PROGRAM
8. Clarity of staff roles		
9. Support from administration		
10. Support from faculty		
11. Response/Cooperation from students		
12. Staff development/ training		
13. Guidance Budget		
14. Identification of supportive data to stimulate development		
15. Professional competency of guidance staff		

PART II (Continued)

FACTOR	REASON(S) WHY THE FACTOR IMPACTS NEGATIVELY OR POTENTIAL CAUSES	SPECIFIC SUGGESTIONS FOR MAKING THE FACTOR MORE SUPPORTIVE OF THE GUIDANCE PROGRAM
16. Guidance staff cohesiveness, cooperation, and communication		
17. Parental/community support and interest		
18. District-level coordination and leadership		

ADDITIONAL COMMENTS:

APPENDIX F

INVENTORY OF GUIDANCE FACTORS

Frequencies of Administrators' Responses

DADE COUNTY PUBLIC SCHOOLS

INVENTORY OF GUIDANCE PROGRAM FACTORS

School: _____

Indicate Your Position:
_____Administrator
_____Counselor
_____Occupational/Placement Specialist
_____Other _____

Number of Years At This School: _____

GENERAL DIRECTIONS:

The purpose of this instrument is to assess the impact of various factors and conditions upon the delivery of guidance services as perceived by administrators and guidance staff members. An explanation of these factors appear on the following two pages.

The survey is divided into two sections. Section 1 asks respondents to make judgements on the impact of the various factors by making one of the following ratings:

1. Strong Positive Impact
2. Slight Positive Impact
3. No Impact
4. Slight Negative Impact
5. Strong Negative Impact

In section 2, you are asked to provide supportive information on those factors that you feel negatively impacts your guidance program. You are asked to state why you feel the factor has a negative impact and describe suggestions that might help improve the situation.

Please complete and return the survey by March 23, 1984. Please return the survey by school mail to:

Office of Educational Accountability
Attention: Dr. Connor
Mail Code: 9999, Room 800

THANK YOU.

SUMMARY OF GUIDANCE PROGRAM DEVELOPMENT FACTORS
SECONDARY SCHOOLS

1. Physical Facilities. Structural make-up of the guidance office and its surrounding area; e.g., adequate space allotted for offices, conference room, reception area etc.; offices have visual and auditory privacy; adequate facilities for group and individual counseling; etc. . . .

2. Equipment/Materials. Materials, furnishings, or machines that are needed to support the development and implementation of the guidance program; e.g., books, films, desks, chairs, tape recorders, film projectors, creativity supplies, . . .

3. Clerical Assistance. Secretarial-type help in the form of accounting, bookkeeping, stenography, typing, filing, duplicating materials, are designated to assist counselors with clerical duties. . .

4. Size of Guidance Staff. Number of employed personnel available to develop, implement, and support the guidance program . . .

5. Holding Power for Qualified Staff. Ability to interest and retain competent, certified personnel through satisfactory salaries and/or such factors that are being described in this section . . .

6. Clarity of School's Goals and Policies. Clear, explicit statements (written and verbal) regarding the school's objectives, principles, and plans for action; e.g., handbooks, curriculum guides, . . .

7. Faculty Concurrence with Guidance Goals and Policies. Agreement of faculty with the guidance program's objectives, principles, and plans for action. . .

8. Clarity of Guidance Staff Roles. Clear, explicit understanding (written and/or verbal) concerning the expectations and responsibilities of each guidance staff member . . .

9. Support from Administration. Actions on the part of school administrators which strengthen and uphold the development and implementation of the guidance program; e.g., encouragement, participation during meetings, advocacy for financial funding, . . .

10. Support from Faculty. Actions on the part of the school staff members which strengthen and uphold the development and implementation of the guidance program; e.g., participation during planning meetings, cooperative efforts in the classroom, encouragement, . . .

11. Response/Cooperation from Students. Verbal, written, and nonverbal reactions of students concerning the development and implementation of the guidance program; e.g., participation in small groups, feedback from assessment forms and evaluations, observable behavior changes, . . .

SUMMARY OF GUIDANCE PROGRAM DEVELOPMENT FACTORS (Continued)
SECONDARY SCHOOLS

12. Staff Development/Training. Availability of quality training workshops for guidance personnel, professional educational materials for staff, and local inservice programs . . .

13. Guidance Budget. An identified guidance program budget exists which includes adequate funding to carry out the guidance program. . .

14. Identification of Supportive Data to Stimulate Development. Gathering, assimilating, evaluating, and distributing data which indicates the school's weaknesses and strengths, progress implementing ideas and programs, ability to accomplish tasks and responsibilities . . .

15. Professional Competency of Guidance Staff. Trained personnel who have been certified by the state or other accrediting groups in their areas of specialty; staff members when they work together toward a common goal, and are able to express their own thoughts and feelings to others, and are able to communicate an understanding of others' thoughts and feelings . . .

16. Guidance Staff Cohesiveness, Cooperation, and Communication. Bond that occurs between staff members when they work together toward a common goal, and are able to express their own thoughts and feelings to others, and are able to communicate an understanding of others thoughts and feelings . . .

17. Parental-Community Support and Interest. Actions on the part of community members which strengthen and uphold the development and implementation of the guidance program; e.g., participation during planning meetings, participation in teaching students about careers, . . .

18. District-level Coordination and Leadership. Ability of district administration to provide support/leadership, and organization for local school efforts in developing and implementing a guidance program; e.g., interpretation of reports, funding for special projects, consultation for special needs . . .

PART I

Directions: Listed below are several factors which may have an impact upon the quality of your school's guidance program. For each factor, determine whether it impacts the quality of your guidance program in a positive or negative manner. After making this judgement, place a check ( ) in the appropriate space on the scale below.

FACTOR	THIS FACTOR HAS A... STRONG POSITIVE IMPACT	SLIGHTLY POSITIVE IMPACT	NO IMPACT	SLIGHTLY NEGATIVE IMPACT	STRONG NEGATIVE IMPACT
1. Physical facilities	(9)	(10)	(0)	(9)	(6)
2. Equipment/Resource. Materials	(10)	(15)	(3)	(6)	(0)
3. Clerical assistance	(4)	(11)	(5)	(10)	(4)
4 Size of guidance staff	(7)	(5)	(0)	(12)	(9)
5. Holding power for qualified guidance staff.	(14)	(12)	(5)	(2)	(0)
6. Clarity of school goals and policies	(22)	(11)	(1)	(0)	(0)
7. Faculty concurrence with guidance goals and policies.	(19)	(12)	(1)	(2)	(0)
8. Clarity of guidance staff roles.	(22)	(10)	(1)	(1)	(0)
9. Support from administration	(28)	(5)	(1)	(0)	(0)
10. Support from faculty	(17)	(15)	(2)	(0)	(0)
11. Response/Cooperation of students.	(18)	(10)	(1)	(1)	(3)
12. Guidance staff development/training	(17)	(12)	(3)	(2)	(0)
13. Guidance Budget.	(3)	(14)	(9)	(4)	(4)

PART I (continued)

FACTOR	THIS FACTOR HAS A... STRONG POSITIVE IMPACT	SLIGHTLY POSITIVE IMPACT	NO IMPACT	SLIGHTLY NEGATIVE IMPACT	STRONG NEGATIVE IMPACT
14. Identification of supportive data to stimulate development.	(7)	(15)	(8)	(3)	(1)
15. Professional competency of guidance staff.	(24)	(6)	(1)	(2)	(1)
16. Guidance staff cohesiveness, cooperation and communication.	(21)	(7)	(1)	(3)	(1)
17. Community support and interest	(11)	(14)	(6)	(2)	(1)
18. District-level coordination and leadership.	(17)	(8)	(6)	(2)	(1)
19. Other. Specify _____	( )	( )	( )	( )	( )
20. Other. Specify _____	( )	( )	( )	( )	( )

PART II

Directions: For each factor that you feel impacts NEGATIVELY upon your school's guidance program, please indicate (1) the reason the factor interferes with effective implementation of the guidance program and (2) suggestions for improvement.

FACTOR	REASON(S) WHY THE FACTOR IMPACTS NEGATIVELY OR POTENTIAL CAUSES	SPECIFIC SUGGESTIONS FOR MAKING THE FACTOR MORE SUPPORTIVE OF THE GUIDANCE PROGRAM
1. Physical Facilities		
2. Equipment/Resource Materials		
3. Clerical Assistance		
4. Size of guidance staff		
5. Holding power of guidance staff		
6. Clarity of guidance goals and policies		
7. Faculty concurrence with guidance goals and policies		

PART II (Continued)

FACTOR	REASON(S) WHY THE FACTOR IMPACTS NEGATIVELY OR POTENTIAL CAUSES	SPECIFIC SUGGESTIONS FOR MAKING THE FACTOR MORE SUPPORTIVE OF THE GUIDANCE PROGRAM
8. Clarity of staff roles		
9. Support from administration		
10. Support from faculty		
11. Response/Cooperation from students		
12. Staff development/ training		
13. Guidance Budget		
14. Identification of supportive data to stimulate development		
15. Professional competency of guidance staff		

PART II (Continued)

FACTOR	REASON(S) WHY THE FACTOR IMPACTS NEGATIVELY OR POTENTIAL CAUSES	SPECIFIC SUGGESTIONS FOR MAKING THE FACTOR MORE SUPPORTIVE OF THE GUIDANCE PROGRAM
16. Guidance staff cohesiveness, cooperation, and communication		
17. Parental/community support and interest		
18. District-level coordination and leadership		

ADDITIONAL COMMENTS:

APPENDIX G

SURVEY OF GUIDANCE PROGRAM ACTIVITIES

Frequencies of Counselors' Responses

DADE COUNTY PUBLIC SCHOOLS

SURVEY OF GUIDANCE PROGRAM ACTIVITIES

School _____

Indicate your Position(s):

( ) Administrator
( ) Counselor
( ) Occupational/Placement Specialist
( ) Teacher
( ) CAP Advisor
( ) Other _____

Years working at this school:

( ) Under 2 ( ) 2-5
( ) 6-10 ( ) 11-20
( ) Over 20

DIRECTIONS: This instrument has been developed to assess the various program functions that are a part of your institution's counseling and personnel services program. The purpose of this inventory is (1) to gather information regarding how well the program is organized and functioning, and (2) to determine how the program might better meet the needs of students and teachers. All responses will be kept confidential.

The instrument is divided into three parts. Specific directions for completing the parts are given in each section.

Please complete and return the form before March 30, 1984. Please return the form via school mail to the Office of Educational Accountability, Attention: Dr. Connor, Mail Code: 9999, Room 800.

If you desire additional information about this activity, please contact Dr. Lynne Connor at 350-3447.

Before beginning Part I, please provide the information which is requested above.

Thank you.

PART I

Beginning on the next page are some specific guidance functions that may be of particular interest or concern to you and your school.

After reading the guidance functions you are asked to judge whether or not the function is currently a part of your school's program.

If the individual function is not part of your school's guidance program, please indicate your assessment of the NEED to implement this function in your program by selecting the appropriate response.

If the individual function is a part of your school program, you are asked to assess the current ADEQUACY of the operations associated with the function.

See the example below.

EXAMPLE

	IS THIS ACTIVITY CURRENTLY A PART OF YOUR GUIDANCE PROGRAM?			IF NO, IS THERE A NEED FOR THIS ACTIVITY?			IF YES, IS THE OPERATION OF THIS ACTIVITY ADEQUATE?	
	Yes	No	DK*	None	Some	High	Adequate	Inadequate
1. Tutoring	( )	(X)	( )	(X)	( )	( )	( )	( )
2. Drug Education	(X)	( )	( )	( )	( )	( )	(X)	( )

*Don't Know

	IS THIS ACTIVITY CURRENTLY A PART OF YOUR GUIDANCE PROGRAM?			IF NO, IS THERE A NEED FOR THIS ACTIVITY?			IF YES, IS THE OPERATION OF THIS ACTIVITY ADEQUATE?	
	Yes	No	DK*	None	Some	High	Adequate	Inadequate
1. Providing activities/ counseling to assist students in positive personal growth/development	(62)	(4)	( )	(0)	(2)	(2)	(44)	(17)
2. Providing academic counseling & advisement to students.	(65)	(0)	( )	(0)	(0)	(0)	(55)	(7)
3. Providing activities/ counseling to assist students in making appropriate occupational choices	(62)	(3)	( )	(2)	(1)	( )	(52)	(8)
4. Working with vocational instructors in achieving placement; consulting with supervisors regarding student work experience; assisting in identifying work experience settings; etc	(47)	(15)	( )	(6)	(6)	(2)	(41)	(5)
5. Diagnosing students' basic skill deficiencies through testing and observations.	(60)	(6)	( )	(3)	(2)	(1)	(56)	(2)
6. Interpreting test results to staff and administration.	(58)	(7)	( )	(1)	(3)	(3)	(51)	(5)
7. Administering standardized tests to groups of students.	(64)	(2)	( )	(2)	(0)	(0)	(61)	(1)
8. Administering individual intelligence tests for placement and referral.	(45)	(20)	( )	(11)	(6)	(2)	(36)	(8)

*Don't Know

	IS THIS ACTIVITY CURRENTLY A PART OF YOUR GUIDANCE PROGRAM?			IF NO, IS THERE A NEED FOR THIS ACTIVITY?	IF YES, IS THE OPERATION OF THIS ACTIVITY ADEQUATE?	
	Yes	No	DK*	None-Some-High	Adequate	Inadequate
9. Conducting exit interviews for early school leavers	(51)	(12)	( )	(5) (5) (2)	(44)	(6)
10. Administering tests to assess students' vocational aptitudes and interests	(37)	(27)	( )	(7) (12) (7)	(29)	(7)
11. Organizing and conducting orientation activities for new students.	(60)	(6)	( )	(0) (4) (2)	(47)	(11)
12. Identifying students with special needs for referral to appropriate resources and agencies.	(63)	(3)	( )	(0) (3) (0)	(55)	(7)
13. Developing and maintaining career information.	(64)	(2)	( )	(1) (0) (1)	(51)	( )
14. Providing information services for parents, teachers and students on financial aid and scholarships	(40)	(24)	( )	(16) (9) (0)	(39)	(0)
15. Establishing and maintaining a guidance materials resource center for staff and students.	(44)	(21)	( )	(3) (11) (7)	(36)	(6)
16. Arranging placement interviews for graduates and dropouts.	(28)	(32)	( )	(17) (13) (1)	(22)	(4)
17. Conducting followup studies of graduates.	(19)	(40)	( )	(25) (11) (2)	(14)	(3)

* Don't Know

	IS THIS ACTIVITY CURRENTLY A PART OF YOUR GUIDANCE PROGRAM?			IF NO, IS THERE A NEED FOR THIS ACTIVITY?			IF YES, IS THE OPERATION OF THIS ACTIVITY ADEQUATE?	
	Yes	No	DK*	None	Some	High	Adequate	Inadequate
18. Gathering and maintaining information on postsecondary institutions.	(45)	(20)	( )	(15)	(5)	(0)	(41)	(4)
19. Conducting curriculum needs assessments and evaluating the current curriculum delivery system.	(48)	(12)	( )	(6)	(5)	(1)	(41)	(5)
20. Organizing and conducting family planning activities for students .	(15)	(47)	( )	(19)	(19)	(6)	(12)	(3)
21. Organizing and conducting activities on substance abuse for students.	(41)	(23)	( )	(3)	(12)	(7)	(32)	(8)
22. Disseminating pertinent literature on substance abuse.	(42)	(22)	( )	(4)	(10)	(8)	(33)	(8)
23. Collecting, analyzing, and interpreting data concerning career guidance objectives.	(54)	(10)	( )	(3)	(4)	(3)	(45)	(6)
24. Attending district/regional/state-sponsored training and inservice programs. . . .	(5)	(61)	( )	(2)	(2)	(1)	(49)	(12)
25. Providing resource material in study skills.	(37)	(24)	( )	(6)	(11)	(6)	(29)	(7)
26. Providing activities/counseling to help students develop decision making skills. .	(56)	(10)	( )	(0)	(8)	(2)	(40)	(15)

*Don't Know

	IS THIS ACTIVITY CURRENTLY A PART OF YOUR GUIDANCE PROGRAM?			IF NO, IS THERE A NEED FOR THIS ACTIVITY?			IF YES, IS THE OPERATION OF THIS ACTIVITY ADEQUATE?	
	Yes	No	DK*	None	Some	High	Adequate	Inadequate
27. Assisting parents & teachers in referring students to special schools, programs and community agencies.	(66)	(0)	( )	(-)	(-)	(-)	(63)	(2)
28. Assisting teachers with student conferences.	(65)	(1)	( )	(0)	(0)	(0)	(64)	(0)
29. Assisting teachers to apply & evaluate counseling techniques. . . .	(40)	(22)	( )	(5)	(13)	(4)	(29)	(9)
30. Organizing & conducting career development activities.	(62)	(3)	( )	(1)	(1)	(1)	(56)	(5)
31. Processing class changes and withdrawals.	(65)	(0)	( )	(-)	(-)	(-)	(62)	(2)
32. Conferring with teachers about an individual student's educational performance or personal behavior.	(66)	(0)	( )	(-)	(-)	(-)	(65)	(0)
33. Arranging & conducting conferences with parents concerning progress and/or problem areas of their child. . .	(66)	(0)	( )	(-)	(-)	(-)	(65)	(0)
34. Providing information services for parents, teachers, and students regarding post-secondary education opportunities.	(52)	(11)	( )	(9)	(1)	(1)	(47)	(4)
35. Providing student activities for self-awareness.	(51)	(15)	( )	(0)	(9)	(6)	(38)	(10)

*Don't Know

	IS THIS ACTIVITY CURRENTLY A PART OF YOUR GUIDANCE PROGRAM?			IF NO, IS THERE A NEED FOR THIS ACTIVITY?			IF YES, IS THE OPERATION OF THIS ACTIVITY ADEQUATE?	
	Yes	No	DK*	None	Some	High	Adequate	Inadequate
36. Providing student activities for career awareness	(63)	(3)	( )	(1)	(2)	(0)	(49)	(13)
37. Conducting group counseling sessions	(53)	(13)	( )	(0)	(8)	(5)	(36)	(16)
38. Assisting students in course selection	(66)	(0)	( )	(-)	(-)	( )	(62)	(3)
39. Individual counseling	(66)	(0)	( )	(-)	(-)	(-)	(51)	(13)
40. Developing career plans for students	(62)	(3)	( )	(2)	(1)	(0)	(49)	(12)
41. Annually reviewing and updating students' career plans	(50)	(11)	( )	(4)	(5)	(2)	(37)	(12)
42. Working with staffs from feeder schools to plan and implement articulation activities	(66)	(0)	( )	(-)	(-)	(-)	(64)	(1)
43. Providing guidance and counseling to handicapped students	(58)	(7)	( )	(5)	(2)	(0)	(48)	(9)
44. Planning and conducting orientations activities for all students entering a new grade	(53)	(12)	( )	(5)	(6)	(1)	(46)	(6)
45. Surveying students' needs and interests	(40)	(22)	( )	(1)	(12)	(7)	(27)	(12)

*Don't Know

PART II

DIRECTIONS: This part examines your ideas and opinions concerning those functions in your guidance program which you feel are inadequate. Please follow these two steps carefully.

Step 1 - Match those functions on the Inventory that you marked YES and INADEQUATE to corresponding functions on this survey by putting a check mark in the box preceding those functions.

Step 2 - For all those functions that you have marked, fill in the boxes to the right with your responses to the survey questions.

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	1. Providing activities/ counseling to assist students in positive personal growth/development		
	2. Providing academic counseling & advisement to students		
	3. Providing activities/ counseling to assist students in making appropriate occupational choices		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	4. Working with vocational instructors in achieving placement; consulting with supervisors regarding student work experience; assisting in identifying work experience settings; etc.		
	5. Diagnosing students' basic skill deficiencies through testing and observations		
	6. Interpreting test results to staff and administration		
	7. Administering standardized tests to groups of students		
	8. Administering individual intelligence tests for placement and referral		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	9. Conducting exit interviews for early school leavers		
	10. Administering tests to assess students' vocational aptitudes and interests		
	11. Organizing and conducting orientation activities for new students		
	12. Identifying students with special needs for referral to appropriate resources and agencies		
	13. Developing and maintaining career information		
	14. Providing information services for parents, teachers and students on financial aid and scholarships		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	15. Establishing and maintaining a guidance materials resource center for staff and students		
	16. Arranging placement interviews for graduates and dropouts		
	17. Conducting followup studies of graduates		
	18. Gathering and maintaining information on postsecondary institutions		
	19. Conducting curriculum needs assessments and evaluating the current curriculum delivery system		
	20. Organizing and conducting family planning activities for students		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	21. Organizing and conducting activities on substance abuse for students		
	22. Disseminating pertinent literature on substance abuse		
	23. Collecting, analyzing, and interpreting data concerning career guidance objectives		
	24. Attending district/regional/state-sponsored training and inservice programs		
	25. Providing resource material in study skills		
	26. Providing activities/counseling to help students develop decision making skills		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	27. Assisting parents & teachers in referring students to special schools, programs and community agencies		
	28. Assisting teachers with student conferences		
	29. Assisting teachers to apply & evaluate counseling techniques		
	30. Organizing & conducting career development activities		
	31. Processing class changes and withdrawals		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	32. Conferring with teachers about an individual student's educational performance or personal behavior		
	33. Arranging & conducting conferences with parents concerning progress and/or problem areas of their child		
	34. Providing information services for parents, teachers, and students regarding post-secondary education opportunities.		
	35. Providing student activities for self-awareness		
	36. Providing student activities for career awareness.		
	37. Conducting group counseling sessions.		

148

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	38. Assisting students in course selection		
	39. Individual counseling		
	40. Developing career plans for students		
	41. Reviewing and updating students' career plans		
	42. Working with staffs from feeder schools to plan and implement articulation activities		
	43. Providing guidance and counseling to handicapped students		
	44. Planning and conducting orientation for students entering a new grade		
	45. Surveying students' needs and interests		

PART III

Directions: Please give your answers to the questions below in the spaces that are provided.

1. How would you rate this school's guidance services?

_____ Excellent, _____ Very Good, _____ Good, _____ Fair, _____ Poor

2. Have you talked with most of your assigned counselees at least two times this school year (individually or in a group)?

_____ Yes _____ No

3. How many guidance/counseling-related professional development activities were you given the <u>opportunity</u> to attend within the past two years?

_____ 0, _____ 1, _____ 2, _____ 3, _____ 4, _____ 5+

4. How many guidance/counseling-related professional development activities have you <u>attended</u> within the past two years?

_____ 0, _____ 1, _____ 2, _____ 3, _____ 4, _____ 5+

5. Comments: _____

_____

_____

_____

_____

APPENDIX H

SURVEY OF GUIDANCE PROGRAM ACTIVITIES

Frequencies of Administrators' Responses

DADE COUNTY PUBLIC SCHOOLS

SURVEY OF GUIDANCE PROGRAM ACTIVITIES

School _____

Indicate your Position(s):

( ) Administrator
( ) Counselor
( ) Occupational/Placement Specialist
( ) Teacher
( ) CAP Advisor
( ) Other _____

Years working at this school:

( ) Under 2 ( ) 2-5
( ) 6-10 ( ) 11-20
( ) Over 20

DIRECTIONS: This instrument has been developed to assess the various program functions that are a part of your institution's counseling and personnel services program. The purpose of this inventory is (1) to gather information regarding how well the program is organized and functioning, and (2) to determine how the program might better meet the needs of students and teachers. All responses will be kept confidential.

The instrument is divided into three parts. Specific directions for completing the parts are given in each section.

Please complete and return the form before March 30, 1984. Please return the form via school mail to the Office of Educational Accountability, Attention: Dr. Connor, Mail Code: 9999, Room 800.

If you desire additional information about this activity, please contact Dr. Lynne Connor at 350-3447.

Before beginning Part I, please provide the information which is requested above.

Thank you.

PART I

Beginning on the next page are some specific guidance functions that may be of particular interest or concern to you and your school.

After reading the guidance functions you are asked to judge whether or not the function is currently a part of your school's program.

If the individual function is not part of your school's guidance program, please indicate your assessment of the NEED to implement this function in your program by selecting the appropriate response.

If the individual function is a part of your school program, you are asked to assess the current ADEQUACY of the operations associated with the function.

See the example below.

EXAMPLE

	IS THIS ACTIVITY CURRENTLY A PART OF YOUR GUIDANCE PROGRAM?			IF NO, IS THERE A NEED FOR THIS ACTIVITY?			IF YES, IS THE OPERATION OF THIS ACTIVITY ADEQUATE?	
	Yes	No	DK*	None	Some	High	Adequate	Inadequate
1. Tutoring	( )	(X)	( )	(X)	( )	( )	( )	( )
2. Drug Education	(X)	( )	( )	( )	( )	( )	(X)	( )

*Don't Know

	IS THIS ACTIVITY CURRENTLY A PART OF YOUR GUIDANCE PROGRAM?			IF NO, IS THERE A NEED FOR THIS ACTIVITY?			IF YES, IS THE OPERATION OF THIS ACTIVITY ADEQUATE?	
	Yes	No	DK*	None	Some	High	Adequate	Inadequate
1. Providing activities/ counseling to assist students in positive personal growth/development	(24)	(2)	( )	(0)	(0)	(2)	(20)	(4)
2. Providing academic counseling & advisement to students.	(26)	(0)	( )	(-)	(-)	(-)	(24)	(2)
3. Providing activities/ counseling to assist students in making appropriate occupational choices	(26)	(0)	( )	(-)	(-)	(-)	(21)	(5)
4. Working with vocational instructors in achieving placement; consulting with supervisors regarding student work experience; assisting in identifying work experience settings; etc	(19)	(6)	( )	(0)	(4)	(2)	(16)	(3)
5. Diagnosing students' basic skill deficiencies through testing and observations.	(23)	(2)	( )	(1)	(0)	(1)	(21)	(2)
6. Interpreting test results to staff and administration.	(22)	(4)	( )	(1)	(2)	(1)	(20)	(2)
7. Administering standardized tests to groups of students.	(24)	(2)	(2)	(0)	(0)	( )	(24)	(0)
8. Administering individual intelligence tests for placement and referral.	(20)	(5)	( )	(3)	(2)	(0)	(19)	(1)

*Don't Know

	IS THIS ACTIVITY CURRENTLY A PART OF YOUR GUIDANCE PROGRAM?			IF NO, IS THERE A NEED FOR THIS ACTIVITY?			IF YES, IS THE OPERATION OF THIS ACTIVITY ADEQUATE?	
	Yes	No	DK*	None	Some	High	Adequate	Inadequate
9. Conducting exit interviews for early school leavers	(19)	(4)	( )	(1)	(2)	(1)	(14)	(5)
10. Administering tests to assess students' vocational aptitudes and interests	(13)	(11)	( )	(2)	(8)	(1)	(9)	(4)
11. Organizing and conducting orientation activities for new students.	(21)	(4)	( )	(0)	(2)	(1)	(18)	(3)
12. Identifying students with special needs for referral to appropriate resources and agencies.	(24)	(1)	( )	(0)	(1)	(0)	(22)	(1)
13. Developing and maintaining career information.	(23)	(2)	( )	(0)	(2)	(0)	(22)	(1)
14. Providing information services for parents, teachers and students on financial aid and scholarships	(13)	(10)	( )	(6)	(4)	(0)	(13)	(0)
15. Establishing and maintaining a guidance materials resource center for staff and students.	(13)	(12)	( )	(2)	(8)	(2)	(9)	(4)
16. Arranging placement interviews for graduates and dropouts.	(11)	(14)	( )	(5)	(9)	(0)	(10)	(1)
17. Conducting followup studies of graduates.	(10)	(12)	( )	(8)	(4)	(0)	(9)	(0)

* Don't Know

	IS THIS ACTIVITY CURRENTLY A PART OF YOUR GUIDANCE PROGRAM?			IF NO, IS THERE A NEED FOR THIS ACTIVITY?		IF YES, IS THE OPERATION OF THIS ACTIVITY ADEQUATE?	
	Yes	No	DK*	None	Some	High	Adequate	Inadequate
18. Gathering and maintaining information on postsecondary institutions.	(14)	(11)	( )	(7)	(4)	(0)	(14)	(0)
19. Conducting curriculum needs assessments and evaluating the current curriculum delivery system.	(19)	(6)	( )	(4)	(1)	(1)	(18)	(1)
20. Organizing and conducting family planning activities for students .	(9)	(16)	( )	(6)	(5)	(4)	(6)	(2)
21. Organizing and conducting activities on substance abuse for students.	(18)	(8)	( )	(0)	(5)	(3)	(16)	(2)
22. Disseminating pertinent literature on substance abuse.	(18)	(8)	( )	(2)	(4)	(2)	(17)	(1)
23. Collecting, analyzing, and interpreting data concerning career guidance objectives.	(21)	(4)	( )	(2)	(2)	(0)	(19)	(2)
24. Attending district/regional/state-sponsored training and inservice programs. . . .	(25)	(1)	( )	(1)	(0)	(0)	(23)	(1)
25. Providing resource material in study skills.	(13)	(10)	( )	(2)	(3)	(5)	(11)	(2)
26. Providing activities/counseling to help students develop decision making skills. .	(20)	(5)	( )	(0)	(3)	(2)	(15)	(5)

*Don't Know

	IS THIS ACTIVITY CURRENTLY A PART OF YOUR GUIDANCE PROGRAM?			IF NO, IS THERE A NEED FOR THIS ACTIVITY?			IF YES, IS THE OPERATION OF THIS ACTIVITY ADEQUATE?	
	Yes	No	DK*	None	Some	High	Adequate	Inadequate
27. Assisting parents & teachers in referring students to special schools, programs and community agencies.	(26)	(0)	( )	(-)	(-)	(-)	(23)	(3)
28. Assisting teachers with student conferences.	(26)	(0)	( )	(-)	(-)	(-)	(25)	(1)
29. Assisting teachers to apply & evaluate counseling techniques. . . .	(17)	(8)	( )	(3)	(4)	(1)	(16)	(1)
30. Organizing & conducting career development activities.	(24)	(1)	( )	(0)	(1)	(0)	(23)	(1)
31. Processing class changes and withdrawals.	(26)	(0)	( )	(-)	(-)	(-)	(26)	(0)
32. Conferring with teachers about an individual student's educational performance or personal behavior.	(26)	(0)	( )	(-)	(-)	(-)	(23)	(3)
33. Arranging & conducting conferences with parents concerning progress and/or problem areas of their child. . .	(26)	(0)	( )	(-)	(-)	(-)	(24)	(2)
34. Providing information services for parents, teachers, and students regarding post-secondary education opportunities.	(18)	(7)	( )	(6)	(-)	(-)	(18)	(0)
35. Providing student activities for self-awareness.	(17)	(8)	( )	(1)	(4)	(3)	(17)	(0)

*Don't Know

	IS THIS ACTIVITY CURRENTLY A PART OF YOUR GUIDANCE PROGRAM?			IF NO, IS THERE A NEED FOR THIS ACTIVITY?	IF YES, IS THE OPERATION OF THIS ACTIVITY ADEQUATE?	
	Yes	No	DK*	None-Some-High	Adequate	Inadequate
36. Providing student activities for career awareness	(24)	(2)	( )	(0) (1) (1)	(23)	(1)
37. Conducting group counseling sessions	(19)	(7)	( )	(0) (2) (5)	(14)	(5)
38. Assisting students in course selection	(25)	(1)	( )	(1) (0) (0)	(25)	(0)
39. Individual counseling.	(26)	(0)	( )	(-) (-) (-)	(22)	(4)
40. Developing career plans for students	(25)	(1)	( )	(1) (0) (0)	(21)	(4)
41. Annually reviewing and updating students' career plans.	(24)	(1)	( )	(1) (0) (0)	(20)	(4)
42. Working with staffs from feeder schools to plan and implement articulation activities.	(25)	(1)	( )	(0) (1) (0)	(22)	(3)
43. Providing guidance and counseling to handicapped students.	(24)	(2)	( )	(1) (0)(1)	(22)	(2)
44. Planning and conducting orientations activities for all students entering a new grade.	(24)	(2)	( )	(1) (0) (1)	(23)	(1)
45. Surveying students' needs and interests.	(18)	(8)	( )	(1) (4) (3)	(13)	(5)

*Don't Know

PART II

DIRECTIONS: This part examines your ideas and opinions concerning those functions in your guidance program which you feel are inadequate. Please follow these two steps carefully.

Step 1 - Match those functions on the Inventory that you marked YES and INADEQUATE to corresponding functions on this survey by putting a check mark in the box preceding those functions.

Step 2 - For all those functions that you have marked, fill in the boxes to the right with your responses to the survey questions.

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	1. Providing activities/ counseling to assist students in positive personal growth/development		
	2. Providing academic counseling & advisement to students		
	3. Providing activities/ counseling to assist students in making appropriate occupational choices		

159

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	4. Working with vocational instructors in achieving placement; consulting with supervisors regarding student work experience; assisting in identifying work experience settings; etc.		
	5. Diagnosing students' basic skill deficiencies through testing and observations		
	6. Interpreting test results to staff and administration		
	7. Administering standardized tests to groups of students		
	8. Administering individual intelligence tests for placement and referral		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	9. Conducting exit interviews for early school leavers		
	10. Administering tests to assess students' vocational aptitudes and interests		
	11. Organizing and conducting orientation activities for new students		
	12. Identifying students with special needs for referral to appropriate resources and agencies		
	13. Developing and maintaining career information		
	14. Providing information services for parents, teachers and students on financial aid and scholarships		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	15. Establishing and maintaining a guidance materials resource center for staff and students		
	16. Arranging placement interviews for graduates and dropouts		
	17. Conducting followup studies of graduates		
	18. Gathering and maintaining information on postsecondary institutions		
	19. Conducting curriculum needs assessments and evaluating the current curriculum delivery system		
	20. Organizing and conducting family planning activities for students		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	21. Organizing and conducting activities on substance abuse for students		
	22. Disseminating pertinent literature on substance abuse		
	23. Collecting, analyzing, and interpreting data concerning career guidance objectives		
	24. Attending district/regional/state-sponsored training and inservice programs		
	25. Providing resource material in study skills		
	26. Providing activities/counseling to help students develop decision making skills		

Yes/In-adequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	27. Assisting parents & teachers in referring students to special schools, programs and community agencies		
	28. Assisting teachers with student conferences		
	29. Assisting teachers to apply & evaluate counseling techniques		
	30. Organizing & conducting career development activities		
	31. Processing class changes and withdrawals		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	32. Conferring with teachers about an individual student's educational performance or personal behavior		
	33. Arranging & conducting conferences with parents concerning progress and/or problem areas of their child		
	34. Providing information services for parents, teachers, and students regarding post-secondary education opportunities.		
	35. Providing student activities for self-awareness		
	36. Providing student activities for career awareness.		
	37. Conducting group counseling sessions.		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	WHAT THINGS EXIST OR HAVE HAPPENED TO MAKE YOU FEEL THIS FUNCTION IS INADEQUATE?	WHAT COULD BE DONE TO CHANGE THE GUIDANCE PROGRAM TO IMPROVE THE SITUATION?
	38. Assisting students in course selection		
	39. Individual counseling		
	40. Developing career plans for students		
	41. Reviewing and updating students' career plans		
	42. Working with staffs from feeder schools to plan and implement articulation activities		
	43. Providing guidance and counseling to handicapped students		
	44. Planning and conducting orientation for students entering a new grade		
	45. Surveying students' needs and interests		

PART III

Directions: Please give your answers to the questions below in the spaces that are provided.

1. How would you rate this school's guidance services?

_____ Excellent, _____ Very Good, _____ Good, _____ Fair, _____ Poor

2. Have you talked with most of your assigned counselees at least two times this school year (individually or in a group)?

_____ Yes _____ No

3. How many guidance/counseling-related professional development activities were you given the <u>opportunity</u> to attend within the past two years?

_____ 0, _____ 1, _____ 2, _____ 3, _____ 4, _____ 5+

4. How many guidance/counseling-related professional development activities have you <u>attended</u> within the past two years?

_____ 0, _____ 1, _____ 2, _____ 3, _____ 4, _____ 5+

5. Comments: _____

_____

_____

_____

_____

APPENDIX I

SECONDARY GUIDANCE EVALUATION SURVEY-STUDENT EDITION

DADE COUNTY PUBLIC SCHOOLS

SECONDARY GUIDANCE EVALUATION SURVEY
STUDENT EDITION

To the Student: The purpose of this survey is to obtain information that would help us understand your ideas and opinions about your school's guidance program.

This survey is divided into two parts. In the first part, twenty (20) items are given. Three questions are asked for each: (1) Have you needed help in this area? (2) Has a counselor been helpful to you in this area? and (3) Have you asked for help? In part two, you should respond to the questions which are asked by placing a check beside one of the given responses.

Important: When you complete the survey: (1) fold it over so that the address on the back appears; (2) staple it so that your answers cannot be seen; (3) return it to your school's office and ask that it be placed in the school mail. Please complete and return the form by March 16, 1984.

A. NAME OF SCHOOL: Junior High = 637: Senior High = 405

B. GRADE (circle one):

7	8	9	10	11	12
(217)	(240)	(196)	(136)	(128)	(109)

C. SEX (circle one): FEMALE = 517 MALE = 504

D. WHAT DO YOU PLAN TO DO AFTER GRADUATING FROM HIGH SCHOOL?

(716)	college
(38)	vocational school
(94)	job
(67)	military
(85)	don't know

E. HOW MANY YEARS HAVE YOU BEEN ATTENDING THIS SCHOOL?

(423)	one year
(345)	two years
(244)	three years
(23)	four years

PART I

LISTED BELOW ARE SEVERAL THINGS THAT A COUNSELOR CAN HELP YOU DO. THREE QUESTIONS ARE ASKED FOR EACH OF THESE. PLACE A CHECK ( ) IN THE SPACE BESIDE THE RESPONSE YOU WISH TO GIVE.

---

1. Understanding your abilities, interests, and other characteristics...

HAVE YOU NEEDED HELP IN THIS AREA?	HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?	HAVE YOU ASKED A COUNSELOR FOR HELP?
387 Yes	485 Yes	329 Yes
643 No	524 No	698 No

---

2. Understanding, accepting, and liking yourself better...

HAVE YOU NEEDED HELP IN THIS AREA?	HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?	HAVE YOU ASKED A COUNSELOR FOR HELP?
208 Yes	281 Yes	149 Yes
823 No	717 No	873 No

---

3. Setting your goals in life...

HAVE YOU NEEDED HELP IN THIS AREA?	HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?	HAVE YOU ASKED A COUNSELOR FOR HELP?
464 Yes	372 Yes	225 Yes
570 No	637 No	802 No

---

4. Understanding adults better...

HAVE YOU NEEDED HELP IN THIS AREA?	HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?	HAVE YOU ASKED A COUNSELOR FOR HELP?
347 Yes	260 Yes	141 Yes
687 No	741 No	880 No

---

5. Becoming more accepting of others...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
262	Yes	239	Yes	124	Yes
770	No	756	No	890	No

---

6. Having someone listen to you when you have problems...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
569	Yes	406	Yes	332	Yes
461	No	599	No	685	No

---

7. Knowing how to get along with your family...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
261	Yes	143	Yes	88	Yes
774	No	851	No	925	No

---

8. Having better relationships with other students...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
278	Yes	232	Yes	136	Yes
755	No	766	No	881	No

---

9. Having better relationships with teachers...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
408	Yes	338	Yes	265	Yes
623	No	666	No	751	No

---

10. Understanding more about the use/abuse of drugs...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
136	Yes	206	Yes	75	Yes
896	No	790	No	933	No

---

11. Understanding what you can realistically achieve...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
445	Yes	364	Yes	247	Yes
583	No	637	No	767	No

---

12. Learning how to make decisions...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
427	Yes	343	Yes	224	Yes
603	No	654	No	791	No

---

13. Knowing more about high school graduation requirements...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
703	Yes	536	Yes	414	Yes
328	No	482	No	606	No

---

14. Finding courses which are appropriate to your needs...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
647	Yes	490	Yes	407	Yes
384	No	522	No	610	No

---

15. Knowing how to prepare for careers in which you are interested.

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
624	Yes	406	Yes	297	Yes
409	No	604	No	724	No

---

16. Knowing about financial aid for college or vocational/technical school...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
516	Yes	274	Yes	211	Yes
517	No	728	No	805	No

---

17. Becoming more aware of educational alternatives after high school...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
468	Yes	332	Yes	212	Yes
559	No	667	No	802	No

---

18. Knowing more about possible careers and the world of work...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
553	Yes	358	Yes	225	Yes
482	No	648	No	796	No

---

19. Knowing what jobs are available locally...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
464	Yes	220	Yes	157	Yes
570	No	780	No	854	No

---

20. Obtaining parttime and/or summer work...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED A COUNSELOR FOR HELP?	
438	Yes	188	Yes	155	Yes
594	No	806	No	854	No

PART II

21. HAVE YOU TALKED WITH A COUNSELOR SINCE YOU'VE BEEN ATTENDING THIS SCHOOL?	805	Yes
	231	No
22. HAVE YOU ASKED TO SEE A COUNSELOR SINCE YOU HAVE BEEN ATTENDING THIS SCHOOL?	683	Yes
	351	No

IF YOUR ANSWER TO #22 WAS "NO" YOU SHOULD NOT ANSWER QUESTIONS 23 - 26.

23. DID YOU ASK TO SEE THE COUNSELOR BECAUSE OF AN EMERGENCY?	235	Yes
	517	No
24. HOW SOON AFTER YOU ASKED TO SEE THE COUNSELOR WERE YOU ABLE TO TALK WITH HIM/HER?	111	right away
	201	the same day
	164	the next day
	102	2, 3 days later
	50	about a week
	64	longer than a week
25. IN GENERAL, WHEN YOU ASK A COUNSELOR FOR HELP, HOW HELPFUL IS HE/SHE TO YOU?	350	always helpful
	212	usually helpful
	120	sometimes helpful
	30	usually not helpful
	16	never helpful

26. PLACE A CHECK BESIDE THE THING(S) THAT YOU TALKED WITH A COUNSELOR ABOUT SINCE YOU'VE BEEN ATTENDING THIS SCHOOL.

25	career information
7	truancy/tardiness
72	grades/academic performance
127	selecting courses/ scheduling
18	class behavior
49	other(explain)_____

APPENDIX J

SECONDARY GUIDANCE EVALUATION SURVEY - TEACHER EDITION

DADE COUNTY PUBLIC SCHOOLS

SECONDARY GUIDANCE EVALUATION SURVEY
TEACHER EDITION

SCHOOL CODE_____

NUMBER OF YEARS TEACHING AT THIS SITE_____

SUBJECT AREA ASSIGNMENT_____

The purpose of this survey is to obtain information from teachers which will help us to evaluate the district's secondary guidance program. Specifically, this survey has been designed to assess teacher's opinions regarding the effectiveness of the secondary guidance program in assisting them as teachers.

This instrument is divided into two parts. In Part I, eleven (11) activities are listed. Three questions are asked for each activity: (1) Have you needed help in this area? (2) Has a counselor in this school been helpful to you in this area? and (3) Did you request help in this area?

The responses should be given for counselors in the school in which you are currently employed.

In Part II several questions are asked. Please respond to the questions by placing a check in the space underneath the answer you select.

Before completing the survey, please provide the information which is requested above.

Please return the completed survey by March 22, 1984 to Dr. Lynne Connor, Mail Code: 9999, Room 800.

PART I

LISTED BELOW ARE SEVERAL ACTIVITIES. THREE QUESTIONS APPEAR WITH EACH ACTIVITY. RESPOND TO EACH ITEM BY PLACING A CHECK (X) IN THE SPACE BESIDE THE RESPONSE YOU SELECT.

1. **Obtaining information concerning one or more of your students...**

HAVE YOU NEEDED HELP IN THIS AREA?	HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?	HAVE YOU ASKED FOR HELP FROM A COUNSELOR?
208 Yes	198 Yes	207 Yes
22 No	25 No	16 No

---

2. **Obtaining information about careers which are related to your teaching field...**

HAVE YOU NEEDED HELP IN THIS AREA?	HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?	HAVE YOU ASKED FOR HELP FROM A COUNSELOR?
62 Yes	51 Yes	46 Yes
166 No	126 No	147 No

---

3. **Interpreting the information which is recorded on student records...**

HAVE YOU NEEDED HELP IN THIS AREA?	HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?	HAVE YOU ASKED FOR HELP FROM A COUNSELOR?
123 Yes	119 Yes	121 Yes
109 No	82 No	87 No

---

4. **Interpreting and understanding standardized test results...**

HAVE YOU NEEDED HELP IN THIS AREA?	HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?	HAVE YOU ASKED FOR HELP FROM A COUNSELOR?
101 Yes	104 Yes	92 Yes
128 No	86 No	105 No

5. Modifying your instructional materials and techniques to meet the needs of students...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED FOR HELP FROM A COUNSELOR?	
63	Yes	38	Yes	34	Yes
168	No	135	No	153	No

---

6. Obtaining help for students who have behavior problems...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED FOR HELP FROM A COUNSELOR?	
202	Yes	168	Yes	185	Yes
29	No	53	No	38	No

---

7. Obtaining help for students who have academic problems...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED FOR HELP FROM A COUNSELOR?	
194	Yes	165	Yes	185	Yes
33	No	54	No	38	No

---

8. Obtaining information about the educational opportunities beyond high school which are available in your field...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED FOR HELP FROM A COUNSELOR?	
64	Yes	56	Yes	56	Yes
163	No	120	No	136	No

9. Identifying students in your classes who have special learning handicaps or needs...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED FOR HELP FROM A COUNSELOR?	
168	Yes	136	Yes	153	Yes
60	No	77	No	63	No

---

10. Learning how to use test results to plan or modify your teaching...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED FOR HELP FROM A COUNSELOR?	
56	Yes	46	Yes	40	Yes
173	No	136	No	153	No

---

11. Obtaining help in applying guidance techniques in the classroom...

HAVE YOU NEEDED HELP IN THIS AREA?		HAS A COUNSELOR BEEN HELPFUL TO YOU IN THIS AREA?		HAVE YOU ASKED FOR HELP FROM A COUNSELOR?	
83	Yes	69	Yes	69	Yes
145	No	119	No	130	No

PART II

Place a check in the space underneath the response you select for each of the following
questions.

	YES	NO
12. Have you ever had an individual conference with a counselor in this school concerning any of your students?	(222)	(9)
13. Are the procedures for referring students to the counselor clearly understood by you?	(207)	(24)
14. Do you utilize the services of the guidance department?	(211)	(16)
15. Do you usually observe positive changes in the behavior or performance of most students you refer to the counselor(s)?	(142)	(66)
16. Does the counselor usually report back to you concerning a student whom you have referred?	(178)	(40)
17. Have you been able to include any guidance topics in your classes?	(121)	(105)
18. Do you usually try to identify students with guidance needs and refer them to the counselor?	(206)	(22)
19. Do you feel that there is sufficient interaction and communication between teachers and counselors regarding students?	(125)	(93)

20. How has this school's guidance department helped you most as a teacher?

_____

21. What changes should be made to improve this school's guidance department?

_____

_____

22. How would you rate this school's guidance services?
__45__ Excellent, __87__ Very Good, __47__ Good, __36__ Fair, __13__ Poor

OEA: 07/07/84
Secondary Guidance Services
RW/DOCU

APPENDIX K

Secondary Guidance Evaluation Survey - Parent Edition

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILTY

SECONDARY GUIDANCE EVALUATION SURVEY
PARENT EDITION

DIRECTIONS:

We are asking you to answer the questions on this form to obtain your ideas about the guidance program in your child's school. Please complete each of the items that appears. Items written in English appear on pages 2-3; items written in Spanish appear on pages 4-5; and items written in Haitian-Creole appear on pages 6-7. Please give honest answers. Do not write your name or your child's name on this form. PLEASE GIVE ANSWERS ONLY FOR THE SCHOOL IN WHICH YOUR CHILD IS ENROLLED.

When you complete the survey, please place it in the attached stamped envelope which is attached. Seal and place this form in the mail BEFORE MAY 28, 1984. Should you have any questions please call Dr. Lynne Connor at 350-3447.

ANKET POU KONNIN KOMAN PWOGRAM POU GIDE ELÈV SEGONDE YO AP MACHE EDIS YON POU PARAN YO

ENSTRIKSYON:

N-ap mande ou pou reponn kesyon sa yo pou nou sa gen kèk ide sou sa nou panse de pwogram konpotman (guidance) elèv ki egziste nan lekòl pitit ou a. Tanpri reponn tout kesyon ki nan fom nan. Kesyon ki ekri an Anglè parèt nan paj 2-3; kesyon an panyòl parèt nan paj 4-5; epi kesyon an kreol parèt nan paj 6-7. Tanpri bay repons ki vre. Ou pa bezwen ekri non ou osinon non pitit ou a sou fòm nan. Bay REPONS SELMAN POU LEKOL KOTE PITIT OU YE A.

Le ou fini kesyon yo, mete li nan anvlòp ki gen tenb ke nou voye a. Femen anvlòp la epi voye li lapos avan me 28, 1984. Si ou gen anken kesyon rele docte Lynn Connor nan 350-3447.

ENCUESTA PARA VALORAR LAS ORIENTACIONES ESCOLARES A NIVEL DE LA SECONDARIA EDICION PARA PADRES

INSTRUCCIONES:

Le rogamos sírvase contestar las siguientes preguntas de esta planilla para así poder informarnos sus ideas sobre el programa de orientación escolar de las escuela de su hijo. Complete cada uno de los capítulos que se detallan a continuación. Los capítulos escritos en inglés aparecen en las páginas 2-3; los escritos en español, páginas 4-5; y los escritos en haitiano, páginas 6-7. Por favor, conteste estas preguntas siguiendo su buen juicio. No escriba su nombre o el de su hijo en esta planilla. Las respuestas deben concernir tan sólo a la escuela que asiste su hijo.

Cuando termine esta planilla, le rogamos ponerla en un sobre y enviarla antes de mayo 28, 1984. Si tiene alguna pregunta sobre el particular, infórmese con la Dra. Lynne Connor, llamando al 350-3447.

A. PLACE A CHECK (√) BESIDE ALL THE AREAS BELOW IN WHICH YOU HAVE NEEDED HELP SINCE YOUR CHILD HAS BEEN ATTENDING HIS/HER JUNIOR OR SENIOR HIGH SCHOOL.

58 1. Obtaining information on my child's achievement
23 2. Obtaining information on my child's attendance
33 3. Understanding my child's interests
22 4. Improving my relationship with my child
12 5. Obtaining assistance for my child from community agencies and organizations
22 6. Understanding my child's needs
32 7. Arranging or scheduling meetings with my child's teachers

---

B. PLACE A CHECK (√) BESIDE ALL THE AREAS BELOW IN WHICH YOU HAVE REQUESTED HELP FROM SOMEONE IN YOUR CHILD'S JUNIOR OR SENIOR HIGH SCHOOL?

54 8. Obtaining information on my child's achievement
23 9. Obtaining information on my child's attendance
21 10. Understanding my child's interests
13 11. Improving my relationship with my child
7 12. Obtaining assistance for my child from community agencies and organizations
18 13. Understanding my child's needs
28 14. Arranging or scheduling meetings with my child's teachers

---

C. PLACE A CHECK (√) BESIDE ALL THE AREAS BELOW IN WHICH SOMEONE IN YOUR CHILD'S JUNIOR OR SENIOR HIGH SCHOOL HAS HELPED YOU AS A PARENT.

64 15. Obtaining information on my child's achievement
25 16. Obtaining information on my child's attendance
25 17. Understanding my child's interests
14 18. Improving my relationship with my child
10 19. Obtaining assistance for my child from community agencies and organizations
23 20. Understanding my child's needs
29 21. Arranging or scheduling meetings with my child's teachers

Auth: MIS; Exp. Date: May 31, 1984

D. PLACE A CHECK (✓) BESIDE ALL THE AREAS IN WHICH YOU THINK YOUR CHILD'S JUNIOR OR SENIOR HIGH SCHOOL HAS HELPED HIM/HER.

79 22. Understanding his/her abilities interests, and other characteristics
47 23. Understanding, accepting, and liking himself/herself?
64 24. Setting his/her goals in life?
37 25. Understanding adults better?
44 26. Becoming more accepting of others?
32 27. Learning how to cope with family problems?
69 28. Learning more about careers and the world of work?
54 29. Developing a better attitude toward teachers and school?
27 30. Finding a job?
57 31. Developing better relationships with other students?
66 32. Finding courses which he/she needs?
64 33. Learning how to prepare for careers?
57 34. Becoming more aware of educational alternatives after high school?

---

35. HAVE YOU EVER ATTENDED A MEETING AT YOUR CHILD'S SCHOOL AND HEARD A PRESENTATION FROM A GUIDANCE COUNSELOR?

46 YES 42 NO 39 I have not attended any meetings.

36. DID YOU FIND THE COUNSELOR'S ASSISTANCE TO BE HELPFUL?

54 YES 12 NO 53 I have never met with a counselor.

37. DID YOU LEARN MORE ABOUT YOUR CHILD AFTER MEETING WITH THE COUNSELOR?

34 YES 25 NO 55 I have never met with a counselor.

38. ARE YOU AWARE THAT A COUNSELOR IN YOUR CHILD'S SCHOOL HAS BEEN ASSIGNED TO ASSIST HIM/HER?

107 YES 20 NO

39. DO YOU KNOW THE NAME OF YOUR CHILD'S COUNSELOR?

76 YES 50 NO

Auth: MIS; Exp. Date: May 31, 1984

APPENDIX L

Survey of Guidance Program Inputs

DADE COUNTY PUBLIC SCHOOLS

SURVEY OF GUIDANCE PROGRAM INPUTS

School: _____

Please provide the information which is requested in the items below. Space is provided after each subsection for additional comments you feel are relevant. You may provide additional information related to the general topics in these spaces.

I. STAFF

A. Indicate the number of guidance personnel at your school by type.

_____ Assistant Principal for Guidance
_____ Guidance Counselors
_____ Occupational/Placement Specialist
_____ CAP advisor
_____ Clerical (parttime)
_____ Clerical (fulltime)
_____ OTHER (specify type)
_____

B. Number of:

_____ female counselors
_____ male counselors

C. How many counselors possess the following years of counseling experience (fulltime)?

_____ 0 - 1 year
_____ 2 - 4 years
_____ 5 - 10 years
_____ 10 + years

D. How many counselors have regular certification in guidance and counseling? _____

E. Comments: _____

_____

_____

Auth: MIS; Exp. Date: Dec. 31, 1983

II. BUDGET

Indicate the dollar amount in the school's guidance department budget for the following:

A.____ Supplies and Materials

B.____ Equipment

C.____ Audio-Visual Materials

D.____ Equipment Rental

III. COUNSELOR CASELOAD

Indicate the following:

A.____ The average number of students assigned to each counselor (excluding the guidance chairperson)

B.____ The number of students assigned to the guidance chairperson

C. Comments:

_____

_____

_____

IV. INFORMATION SYSTEMS

Indicate the following:

A.____ Number of computer terminals in the guidance area?

B.____ Number of microcomputers assigned to the guidance department?

C.____ What use(s) are made of the microcomputer(s)? (Check each which is applicable).

____ computer assisted instruction/counseling
____ data-base management system
____ wordprocessing
____ educational/psychological testing

D.____ Number of computer-assisted career guidance programs at the school?

Auth: MIS; Exp. Date: Dec. 31, 1983

E.____ Indicate the name or grade level of each computer-assisted guidance program in use.

1. _____

2. _____

3. _____

F. What type of student services computer software is available at your school? _____

_____

_____

G. Comments: _____

_____

_____

V. PHYSICAL FACILITIES/ENVIRONMENT

A.____ What percentage of the counselors (excluding the guidance chairperson) have a private, unshared office?

B.____ Check each of the following which are available in the guidance area of your school.

___ 1. a reception area for students which is close to counselors' offices (either private or shared).

____ 2. a conference room for staff/case meetings

____ 3. a separate, quiet area for testing of students

____ 4. an information library

____ 5. an adequately spaced area for counseling small groups of students

___ 6. adequate space for storage of counseling records and testing materials

____ 7. space for display of occupational and educational information

Auth: MIS; Exp. Date: Dec. 31, 1983

C. Comments:

_____

_____

_____

VI. MATERIALS

A. Which of the following are available to counseling personnel and are available at your school site. (Check all which apply). Please indicate the adequacy and frequency of use by counselors for each type of material listed.

___ 1. Inventory of educational tests (achievement, ability, diagnostic)

a. Amount	b. Frequency of Use
___ adequate	___ frequently
___ inadequate	___ sometimes
	___ rarely
	___ never

____ 2. Vocational/career interest inventories

a. Amount	b. Frequency of Use
___ adequate	___ frequently
___ inadequate	___ sometimes
	___ rarely
	___ never

____ 3. Inventory of personal-social assessment instruments

a. Amount	b. Frequency of Use
___ adequate	___ frequently
___ inadequate	___ sometimes
	___ rarely
	___ never

____ 4. Occupational/placement specialists activity guides

a. Amount	b. Frequency of Use
___ adequate	___ frequently
___ inadequate	___ sometimes
	___ rarely
	___ never

Auth: MIS; Exp. Date: Dec. 31, 1983

____ 5. Catalogues (1982 or later) for colleges/universities in Florida

a. Amount

___ adequate
___ inadequate

b. Frequency of Use

___ frequently
___ sometimes
___ rarely
___ never

____ 6. Catalogues (1982 or later) for colleges/universities in Dade County

a. Amount

___ adequate
___ inadequate

b. Frequency of Use

___ frequently
___ sometimes
___ rarely
___ never

____ 7. Buros, Oscar, Mental Measurement Yearbooks

a. Amount

___ adequate
___ inadequate

b. Frequency of Use

___ frequently
___ sometimes
___ rarely
___ never

____ 8. Buros, Oscar. Tests in Print

a. Amount

___ adequate
___ inadequate

b. Frequency of Use

___ frequently
___ sometimes
___ rarely
___ never

____ 9. Jobs Outlook Handbook

a. Amount

___ adequate
___ inadequate

b. Frequency of Use

___ frequently
___ sometimes
___ rarely
___ never

B. Comments:

_____

_____

_____

VII. GENERAL

Please describe any program characteristics, conditions, activities, etc. which you feel are unique to your school's guidance program.

_____

_____

_____

_____

_____

Auth: MIS; Exp. Date: Dec. 31, 1983

OEA: 10/17/83
ML/SURVEY Inv/Guid/Program

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal and Florida State Law, Chapter 77-422, which also stipulates categorical preferences for employment.